

# The Andover Summer Session 1972



DIRECTOR'S COPY





June 28 to August 9

Director

Director of Admissions

# The Andover Summer Session 1972

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**Andover** Phillips Academy, often called Andover, is a college preparatory boarding school for boys. Now in its 194th year, the Academy has an enrollment of nearly nine hundred students and a strong faculty of over one hundred. Its students come from all parts of the country and from abroad. Large scholarship funds enable the Academy to admit to the Winter Session the best qualified candidates, regardless of their ability to pay. Phillips Academy has a long tradition of national service and devotion to democratic ideals. It seeks to develop in its students sound scholarship, manly character, and self-reliance. Most students do Advanced Placement work in one or more courses.

The buildings, grounds, and facilities of the Academy are unusually fine for a secondary school and indeed unrivalled by most colleges.

Particularly outstanding are the 92,000 volume library, the Addison Gallery of American Art, the Arts Center, the Archaeology Museum, the 450-acre landscaped campus, the Wildlife Sanctuary, the complete indoor and outdoor athletic facilities, and superb art, music, drama, science, language, and academic buildings.

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere designed the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.





### **The Andover Summer Session**

The coeducational Summer Session makes use of all the facilities of Phillips Academy. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. Courses in all subjects and at all levels demand hard work, harder work than most students have ever before experienced. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; all courses proceed rapidly and probe deeply, because the students are able and highly motivated. The advanced courses are conducted at the Advanced Placement level or higher. A number of courses include opportunities to pursue personal interests. Independent study courses in certain fields are available for mature students. Yet, in spite of the demands made upon the student, the Summer Session offers no credit for any course, and little or no emphasis is placed on grades. The student therefore has the unusual, perhaps unique, opportunity to work for the sake of learning, free from the pressures of grades, credits, and rank in class.

The faculty and staff is a highly able and diverse group of men and women that numbered 143 in 1971. Many of the teachers come from the Phillips Academy faculty, the rest from other schools, public and private, and from colleges.





One of the most pleasant and profitable experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic level. In 1971 the 590 boys and girls came from 38 states and 11 foreign countries; 111 of them were on scholarship. The Summer Session thinks of itself as a national summer high school, open to all who can profit from it. No student should hesitate to apply merely because of inability to pay, but early application is particularly important for students requiring scholarship aid.

The Summer Session accepts for admission boys and girls who have done well academically and who have completed the 9th, 10th, 11th or 12th grades (detailed admissions information, pages 8-9). Many Summer Session courses are of special value to the student who will attend college in the fall.





The student chooses a major course that will enable him to explore in depth a field in which he has already demonstrated competence or to begin work in a new field. The courses are designed for the able, and they are intensive and fast moving. Many allow or require independent work. Average class size in 1971 was 12.

The student who seeks to strengthen an area of weakness should seek some other program able to serve that need.

The student seeking academic credit for summer study should realize that the Summer Session offers no credit and few of its courses cover the material in standard curricula. Occasionally, a student arranges for his own school or college to give him credit for Summer Session work. At the student's request, the Summer Session will gladly forward a copy of his teachers' final comments, which form his official Summer Session record. The Summer Session reserves the right to withdraw any course that fails to attract a sufficiently large enrollment.

### **Course Load**

The normal Summer Session program is 18 hours of class meetings a week. No student may take less than 18 hours or more than 24. Typically the 18 hours is made up of a major course meeting 12 hours a week and a required Writing Program course meeting 6 hours a week. Certain major courses, indicated by an asterisk in the Description of Courses (pp. 16-47), require so much writing that the students enrolled in them do not take a separate Writing Program course.

Since, in general, one hour of preparation is assumed for each hour of class meeting, most students, even able ones, find their hands full with the 18 hour program. The student who is eager to undertake additional work may do so in several ways: if the load proves too demanding, he may ask or be required to drop all work beyond the normal 18 hour program.



A student may add to a normal 18 hour program in one of four ways. He may elect a minor course which requires an hour or two each day throughout the Session. He may apply for an independent study program or for individual language study: both are individually scheduled and considered equivalent to a minor course. He may take one of the seminars that meets for one hour a day for two weeks. A student may also apply for one of the 24 hour courses (Play Production or the Art of the Film) but he should expect little free time.

### **Major Courses**

The student should select his major course with great care, noting any prerequisites. Mr. Crawford, the Director of Admissions, is happy to advise applicants. The applicant should list, in order of preference, the alternate major courses (if any) that he is prepared to take if the first-choice course is already full or has been withdrawn.

### **The Writing Program**

A six-hour course in the Writing Program is required, because the Summer Session believes clear communication to be the essential to all disciplines. A student below standard in writing should have intensive training in it to do himself justice in other subjects; the student already competent in writing should have the opportunity to perfect his skill.

The teaching of writing in the Summer Session rests on the belief that the student learns best from constant practice and from careful criticism of his work. Teachers meet their students in individual conferences, in small groups, or as a class, according to the needs of the students and the current work of the course.



Upon admission to the Summer Session the student is sent a list of the course offerings in the Writing Program. Such courses as writing about film, language, social and political issues, literature, and the arts are likely to be included. Courses undersubscribed are not offered, but every effort is made to place the student in the course he needs or desires.

### **Minor Courses**

To the student who can meet the demands of a 24 hour program, the optional minor courses offer a splendid opportunity to explore new fields or to continue an interest already developed. It should be remembered that optional minor courses usually assume, as do the major courses, an hour of preparation for each class meeting. The student may be required to drop the optional minor course if he is unable to keep fully abreast of the work in all courses.

### **Independent Study**

A student who wishes to do independent work in art, music, history, the classics, mathematics, English, science, foreign literature, or the writing of poems or short stories may apply by submitting a written statement defining a topic of proposed study and his background and qualifications in the field. If approved by the Director of Admissions, the student is assigned a supervisor. The program of independent study is considered the equivalent of a minor course (6 hours).

### **Seminars**

In addition to the major and minor courses, teachers and students offer small seminars. These are informal and voluntary groups which meet for a two week period in order to investigate and discuss topics of mutual interest. In order to focus on those issues and topics of keenest interest to the student and faculty participants, topics are announced and students sign up after the Summer Session begins. They emphasize discussion but may also require reading and individual reports.

Seminars in the past have focused on topics in literature, current affairs, and philosophy (for example, *The Future of Leisure*, *African Culture*, *Women's Liberation Movement*, or provided an introduction to specialized fields.

**Admission** The admission application forms may be obtained from the office of the Summer Session. An application consists of an autobiographical statement, the school report, confidential recommendations from one teacher, and a \$5.00 application fee. A candidate desiring a personal interview should make an appointment in advance with the Director of Admissions, Mr. Crawford.

The Summer Session seeks to admit those students, whatever their ability to pay, who can best profit from and contribute to its program. Often, the candidate is the best judge of his fitness for the Summer Session. If he is attracted by the opportunity to spend six weeks in challenging, disciplined study, if he is willing to work hard, place his studies first, and accept the restrictions of living in a residential school, he should apply. If not, he is likely to have an unhappy experience. Parents are urged not to allow their child to apply if he is seriously reluctant to commit himself, during his vacation, to demanding studies and the rules of boarding school life.

The Admissions Committee ordinarily considers students who have completed the 9th, 10th, 11th, or 12th grades, although an applicant who has finished only the 8th grade may be admitted if he is academically qualified and socially mature.

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have an outstanding high school record, but it may make an exception for a candidate who shows unusual and promising interest in a particular course. The most important qualification is the serious desire to spend the summer in challenging, disciplined study.

The Committee further considers the applicant's capacity to contribute personally and intellectually to the life of the Summer Session. Since it is not possible to admit all students who qualify, and because the diversity of the student body adds greatly to the Summer Session, the Committee gives preference to those qualified students whose interests,



achievements, geographical location, experience or background most enrich that diversity. The Committee also values unusual competence in any field. Preference is also given to the older student since he may not be able to apply later. Since the capacity of the Summer Session is limited, early application is highly desirable to avoid disappointment.

### **Scholarships and Travel Grants**

Many partial and full scholarships are awarded according to need to well-qualified applicants. Scholarship need is determined on each scholarship application by computation based on parents' income and not solely on academic performance. Please do not apply for aid unless it is absolutely necessary for your attendance. No student should hesitate to apply merely because of inability to pay. Scholarship candidates should **apply as early as possible and before March 1.**

To avoid delay, those who require aid should request scholarship application materials **when they first write to the Summer Session.** The Summer Session supplies information that helps a family estimate its eligibility for aid, and it requires the family to complete a confidential statement of its financial situation. The student and his family are responsible for travel expenses up to \$25. Travel grants assist scholarship students with additional costs of bus or youth stand-by air travel.

### **Expenses**

The \$900 charge for boarding students includes tuition, board, and room. The day student charge of \$650 covers tuition, all meals, and a dormitory desk. Within two weeks of acceptance, the student pays a non-refundable \$50 deposit, credited towards the tuition charge. The balance is due at opening day unless other arrangements have been made in advance with the Director of Admissions.

All checks should be made payable to the Trustees of Phillips Academy. No rebate for the half session in which he leaves will be made to a student who, for any reason, is dismissed or withdraws.

All students are expected to live simply. Expenditures for books, trips, personal laundry, medical insurance, and incidentals run from \$50 to \$125. Some books can be rented from the Loan Library. Students are encouraged to set up drawing accounts in the Treasurer's Office.



## General Information



### **Individual Responsibility and Discipline**

The Summer Session assumes that each student has come for a serious purpose and that he will thus meet all school appointments and observe study hours. Each student is expected to conduct himself honorably and with decorum in all his affairs, and to take responsibility for his own actions whether or not they are covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not smoke, gamble, possess or use alcohol or drugs, or drive or ride in a private car without permission.

Any student who shows himself unwilling to conform to the rules or the spirit of the Summer Session, who neglects his work, or who is believed to jeopardize the welfare of others will be dismissed.

### **Quiet Hours**

The morning hours (except for the school meeting period) and the evening hours from 8:00 until bedtime are quiet hours. During these hours the student should be in class or engaged in quiet study, reading, writing, or thinking. After 8:00 p.m., he is to be in his dormitory, the library, studio, or language laboratory, which are supervised to ensure quiet.



## **The Calendar**      Wednesday, June 28

Registration, 9:30-3:00

Lunch, 12:30-1:00

Meeting for students and parents,  
4:00

Tea for students, parents and  
faculty 4:30-5:30

Classes begin

Departure. Students leave on  
Wednesday after 12:00 noon. The  
school sends buses to the Boston  
airport, bus terminal and railroad  
station.

Thursday, June 29  
Wednesday, August 9

## **The Daily Schedule**

7:15-8:15

8:00/8:30-10:30

10:30-11:15

11:15-12:00

12:05-12:50

12:20-1:15

1:30-2:30

2:45-4:30

4:30-5:30

6:00

8:00

Breakfast

Major courses

School Meeting and informal  
discussion

Writing Program Period I

Writing Program Period II

Lunch

Minor course period

Afternoon activities: athletics,  
drama workshop, music, choir

Seminar period or recreational  
athletics

Dinner

Study/ Quiet hours begin



### **School Meetings**

Every morning the School Meeting period provides an opportunity for the school to meet, sometimes to gather formally for a speaker, concert, or school business, but more often to meet and to talk informally over coffee, milk, and cookies.

### **Activities**

Opportunities in addition to the academic program include speakers from various fields, film classics, and innumerable activities that vary from year to year according to the initiative and interests of the students. In the past, students have published a newspaper and a literary magazine, presented concerts and plays, organized seminars, raised money for scholarships, volunteered in hospitals or in an education program for migrant workers, and hosted students from an Upward Bound program. All of these activities are offered at no charge to members of the Summer Session. In addition, the school arranges day trips to theaters, museums, colleges, beaches, and ball games, at the student's expense.

### **Dormitory Life**

For many students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover summer. A faculty member, known as the housemaster or housemistress, takes direct responsibility for the fifteen to twenty students in his or her unit. He knows the background and the standing of each of his students, acts as his counselor, and writes a report of the student's progress at the end of the summer. Parents should feel free to write the student's housemaster or housemistress and to report any facts that may affect the student's work or behavior. Dormitory rooms are equipped with furniture and bed linen. Students furnish their own towels, blanket, desk lamp, and fan.



Four afternoons a week each student is required to take part in one of the afternoon activities: athletics, music or vocal groups, dramatic workshop or one of the special activities. Initial assignment is made upon application and continues for the first three weeks. There is an opportunity to change activities for the last three weeks.

- Athletics** The Summer Session has a strong instructional and recreational athletic program. Such sports as tennis, swimming, archery, soccer, karate, softball, volleyball, badminton, weight training, ballet, and modern dance are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.
- Music** The active and varied music program is one of the special pleasures of the Summer Session. The afternoon activities period makes it possible for students to participate in musical activities whether or not they have chosen a formal course in music. Numerous offerings in concert band, orchestra, instrumentation, and ensembles of varying sizes are complemented by the choral program including choir, chorus, madrigal singers, and a folk-singing group. Students are urged to bring their musical instruments.
- Dramatic Workshop** Small sections work on one-act dramas, plays for voices, role playing techniques, mime, improvization, and other projects. Designed for the beginner and the experienced alike, the workshops often present one-act plays at the conclusion of the three week period.
- Special** Of particular interest are a number of activities not normally available in secondary schools. Some of the most popular are cycling, mountain climbing, folk games and dances, lacrosse, water polo, scuba diving, and a parks and playground leadership course.

**Weekend Excuses**

With written permission from his parents and from the school, a student may (except on the first weekend) be away from school on Saturday or Wednesday afternoon or on Sunday, or he may make an overnight weekend visit to his own home or to a friend's. Overnight excuses expire at 8:00 p.m. Sunday, day excuses at 8:00 p.m. of the day of the excuse.

**Dress**

Dress is informal, but students are expected to be well groomed and to use good taste in their choice of clothing. Boys and girls usually wear shorts to class. For some occasions girls wear dresses and boys need coats and ties.

**Health Supervision and Medical Expenses**

The Isham Infirmary-Hospital, the Academy's medical facility, is open throughout the Summer Session.

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the hospital staff. Patients with minor injuries or illnesses permitting discharge within 48 hours are not charged. Otherwise, daily charges will be made, commencing with the first day, for all illnesses or injuries. Parents are responsible for the cost of outpatient surgery, medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, and orthopedic appliances. A charge will be made for the treatment of all surgical cases. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital. A family medical insurance policy will meet most Isham Hospital inpatient charges.

A low cost voluntary medical insurance plan for expenses incurred OUTSIDE Isham Infirmary-Hospital is offered to all students. Details will be sent after acceptance. Students accepted in the Summer Session are not required to have routine physical examinations if they are in good health. Forms will be provided for a medical questionnaire by parents, for a record of current immunizations, and for parental consent for treatment. If significant health problems or hazards, such as allergies, exist, these **must** be reported and accompanied by current evaluation and recommendations by the appropriate physicians.







**Religion** Roman Catholic and Protestant churches of many denominations, located near the school, welcome students of the Summer Session for Sunday worship. Jewish students and teachers conduct services on Friday evenings. An experienced clergyman serves as the school chaplain and religious counselor. All students are welcome at the informal, student-faculty seminars on moral values.

**The Work Program** Each student makes his own bed and keeps his room in order. He also has a work assignment, taking a turn at work in the dining hall or some other task.

**Teaching Assistants** The Teaching Assistants Program brings to Andover each summer some twenty exceptionally able young men and women who are college Juniors or Seniors. As junior members of the faculty, they contribute to all areas of Summer Session life, assisting senior teachers in their courses and working with students in class, athletics, activities, and dormitories.

**Visiting Teachers** The Director is happy to make arrangements for any teacher who wishes to observe Summer Session classes.

**College Board Tests** Students who wish to take the College Board Tests on July 8, 1972, may do so at Phillips Academy. Registration for these examinations must be completed by the student directly with the College Entrance Examination Board, Princeton, New Jersey 08540 before May 31, 1972. These students should enter the following in Item 7 of the College Board Registration Form: **2996 Phillips Academy, Andover, Massachusetts 01810.**

**Outward Bound in Germany:**  
**June 28-August 9**

Under the supervision of a Phillips Academy faculty member, a group of 12 male American students of German participate in the Outward Bound Seaschool Course at Weissenhaus on the Baltic Sea from July 2 through 27. Preceding the flight to Germany via Lufthansa, course members, all of whom must be at least 15 years old and have successfully completed at least two years of secondary school German, undergo an orientation program on the Summer Session campus in order to strengthen language and physical skills. Following the Outward Bound program, students and faculty travel to Kassel, a middle-sized city in Hessen, where they live in a Youth Hostel and become acquainted with the urban culture of Germany. The use of English is avoided during the entire course. For special application forms, contact the Director of Admissions.

**ENCOUNTER**

In recent years the Summer Session has developed a unique outdoor education program, ENCOUNTER. In 1972 it is again available as a special afternoon activity, directed by Phillips Academy faculty who work with similar programs throughout the year. In general ENCOUNTER is a series of physical and psychological challenges, such as night and day compass-bearing hiking, rock climbing and repelling, white-water canoeing and obstacle-course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Past popularity requires that ENCOUNTER be given twice, in three-week segments, to allow the largest possible enrollment.

To participate in ENCOUNTER, enroll in the ENCOUNTER minor course (page 48) when you apply to the Session. Students who wish also to take regular classroom minor courses may do so in the three-week period when they are not enrolled in ENCOUNTER.



## Description of Courses

Kindly read with care "The Summer Session Curriculum" (pp. 3-7) for information about the number and kinds of courses permitted and required. No course will be given unless it has sufficient enrollment. Applicants must therefore list on the application blank alternate choices. Major courses marked with an asterisk (\*) meet the Writing Program requirement.





**Anthropology and Archaeology\***  
18 Hours

This course is designed to provide the student with the basic techniques of archaeology and an understanding of culture theory. Field work (students participate in the excavation of the site) in archaeology is combined with readings and classroom discussions in cultural anthropology. The archaeological data derived from the prehistoric New England site confronts the student with problems concerning technological development, diffusion, spatial-temporal relationships, and cultural change. The classroom experience, by stressing the organization of societies, an in-depth look at material culture, and the concept of the "ethnographic analogy" gives the student the fundamental knowledge to interpret archaeological material. The synthesis of the two experiences provides the student with an understanding of how the inter-relationship of archaeological data and cultural theory helps the anthropologist to develop a clearer picture of prehistoric cultures.

**Logos: Form and Meaning in  
Human Expression\***  
18 Hours

A kaleidoscope of reading, writing and rhetoric—scanning the spectrum of language and literature from poetry to pidgin English, cuneiform writing to computer print-out.

If thoughts endure mainly in words, what is it about those thoughts—or the words in which they endure—that hardens them against the erosion of time yet diffuses them through the barriers of language and dialect? And what makes other thoughts and words only short-lived?

The chief prerequisite for this course is a willingness to deal with words and thoughts in ways not likely to be encountered in most school and college courses. Previous experience in such areas as foreign language, debating, computer, dramatics or journalism, to name only a few, is welcomed.

Sample readings: Ayer, *Language, Truth and Logic*; Ciardi, *How does a poem mean?*; Ionesco, *The Lesson*; *Gospel according to John*; Howard, *Please Touch*; Shaw, *Pygmalion*; Ventris and Chadwick, *The Decipherment of Linear B*. Songs, such as "Sounds of Silence," "La Marseillaise," and "Carmina Burana," are considered, as well as films such as *Occurrence at Owl Creek Bridge*, *Color Us Black*, and *Sixteen in Webster Grove*.





**Modern War and Revolution\***  
18 Hours

The course begins with two general questions: what is "history"? and what, if anything, is "history" good for? It proceeds to detailed study of a few events and movements which are interwoven by the two great themes of 20th century history: war and revolution. Novels, plays, and poems are read and discussed in conjunction with factual accounts, the aim being to achieve insight which is as much psychological as chronological: not only "what happened," but "what it meant to people."

Three topics make up the core of the course: World War I, the Russian Revolution, and the rise of Fascism and Nazism. The questions and problems raised in studying these events will suggest further areas for either individuals or the class as a whole to investigate. Time is set aside toward the end of the course for independent research.

Among the literary works studied are *Johnny Got His Gun*, Trumbo; *All Quiet on the Western Front*, Remarque; *Darkness at Noon*, Koestler; *Man's Fate*, Malraux; *Incident at Vichy*, Miller; *Slaughterhouse Five*, Vonnegut; *The Plague*, Camus; poems by Wilfred Owen, Siegfried Sassoon, E. E. Cummings, W. H. Auden, Richard Eberhart, Henry Reed.

**Poverty and Abundance in  
America: Man as a Victim of  
Technology**  
12 Hours

Charles Silberman has written: "Contemporary technology has contributed to a pervasive sense of helplessness and impending doom at the same time it has evoked expectations of nirvana." The great technological growth in this century has proven to be a mixed blessing. Using this as the major theme, the class attempts to answer a variety of questions about

poverty and abundance in America. Why does poverty exist? What does it mean to be poor—in the richest nation in the world? Why do we, for the most part, ignore the poor? Is poverty an inevitable consequence of capitalism? And what has been done in the past and what is presently being done to eliminate poverty? Such a study involves a comparison of poverty today with poverty in the underdeveloped nations and with American poverty 75 years ago. The search for a way to eliminate poverty necessarily involves some consideration of racism, intelligence, education, the whole “mentality of abundance,” the work ethic, and of course the role of government in bringing about change. A great diversity of opinion underlies all of the major issues that are involved in the analysis of poverty and the effects of technology in America. Students investigate various points of view and engage frequently in debates.

**Medicine and Law:  
The Concerned Professions\***  
18 Hours

In recent years college students seeking professional careers in law or medicine have faced a serious dilemma. Because of changing educational patterns in both fields and pressure to hasten the academic process, students are less able to explore their seemingly boundless opportunities. “Medicine and Law” is designed for students who believe they may be interested in medicine and/or law. It is meant to help each individual discover where his or her personal interests lie.

The course consists of lectures, discussion sessions, and readings which the students may choose from a list of modern non-fiction and fiction related to wide topics. All material of a technical nature is covered in class. Lectures in human physiology, anatomy, pathology, and psychiatry, as well as civil, constitutional, and international law give substance and perspective to discussions of controversial topics.

Discussion sessions will focus on current issues demanding cooperative medical and legal problem-solving: the rural and urban health care delivery crisis, drug use and abuse, environmental pollution, abortion, crime, and more. Team teaching allows treatment of each topic from legal, social, and medical-scientific viewpoints. In this manner students are introduced to many major specialty fields within law and medicine, and to broader aspects of each field which affect the future of this country and of mankind.





**20th Century American Culture\***  
18 Hours



A do-it-yourself rite designed to help the student better understand his/her relationships with himself/herself, other people, and a Supreme Being. Through the focus of such disciplines as psychology, philosophy, theology, literature, and the fine arts, the course attempts to help each student puzzle out his own personal identity as a modern man. Lectures, readings, discussions, and writing exercises and films on such pivotal figures as Freud, Jung, Sartre, Buber, Erikson, Eliot, Ong, Shahn, O'Neill, Albee, and such topics as culture, creativity, identity crisis, dissent charisma, propaganda, Death of God theology, personality theory, and symbolism enable the student to understand better his own personality mosaic and that of man in twentieth century America.

**Homo Sapiens and His Environment\***  
18 Hours

Must man learn to understand and respect his environment to survive? How does man's natural and artificial environment influence his existence? This course offers a thorough study and investigation of man's relationship with nature. Emphasis is placed upon the interrelationship of all organisms and the comparative study of the social behavior of a wide variety of animals, including man. An English teacher and a biologist jointly teach the course; both assume it is a learning process for themselves as well as for the students.

Readings are chosen from such materials as: *The Life and Death of a Salt Marsh*, *Painted Bird*, *The Naked Ape*, reprints from *Scientific American*, *People of the Deer*, *The Plague*, *Welcome to the Monkey House*, *In Wildness is the Preservation of the World*. Laboratory work, observations in the field, films, and an extended field trip to Moosehead Lake, Maine, are included.



## Interdisciplinary



**The American Indian**  
12 Hours



An interdisciplinary study of the American Indian from historical, sociological, and literary points of view. Broad in scope and rather free-wheeling, the course deals with such topics as the origin and character of the major tribes, the Indian as represented in literary and pictorial art, the Indian wars of the 19th century, Indian culture and philosophy, life on the reservations, and contemporary Indian problems. Books include Clark Wissler's *Indians of the United States*, *Custer Died for Your Sins*, by Vine Deloria, and Dee Brown's best seller *Bury My Heart at Wounded Knee*.

**An Analysis of the American  
Dream\***  
18 Hours

The concept of the American Dream stands at the core of our culture. But what is the American Dream exactly? Do we all share in it? How does it affect our society?

The course examines the ideals, ambitions, myths and realities of the American Dream utilizing the structure of cultural anthropology. It examines American society through its institutions: education, economy, law and government, technology, and the ethical religious system. It also attempts to discover how the American Dream evolved through these institutions.

Besides drawing on available readings, the class views cultural artifacts, for example, written, aural, and visual media and advertising, modes of entertainment, material goods, in order to analyze the ways in which the American Dream manifests itself in our lives.

Readings are taken from such works as David Potter's *People of Plenty*, John Dewey's *Democracy and Education* and Jack London's *Martin Eden*.





**The Art of the Film\***  
24 Hours



Open to those who have completed at least the 10th grade. A basic course in the art of the film and film-making, studying the emergence of the film as an art form in the twentieth century. The course examines theory and technique by viewing, discussing, and writing critiques of the work of directors who have made a significant impact on film form, such as Griffith, Eisenstein, Flaherty, Renoir, Hitchcock, Wilder, Bergman, Kurosawa, and Fellini. Discussion and written assignments focus on style as well as content in the film.

The course is taught by two instructors, one of Art and one of English. Each student produces at least two films. He prepares scripts, and plans, shoots, and edits his material. At the end of the Summer Session the class stages a film festival of its work. There is no prerequisite except enthusiasm. The course not only teaches theory and technique of film-making but also provides an outlet for the student who wishes to create something of his own.

The Academy supplies cameras, projectors, and editors. 8 mm. film and sound tapes cost about \$30 in addition to textbook expenses. A student who could not otherwise take the course may request a grant toward film expenses.

Among the texts are *The Cinema as Art*, *The Liveliest Art*, *Theory of Film*, *Cinema Eye*, *Cinema Ear*, and *Film Form*. Films may include *Birth of the Nation*, *Man of Aran*, *The Cabinet of Dr. Caligari*, *The Gold Rush*, *Potemkin*, *Citizen Kane*, *La Grande Illusion*, *Casablanca*, *Lavender Hill Mob*, *On the Waterfront*, *Some Like It Hot*, *The Seventh Seal*, *The Defiant Ones*, *Rashomon*, and *Black Orpheus*.

**Studio Art\***  
18 Hours

A course for students who regard themselves as serious beginners and who wish to devote a summer to learning the rudiments of line, color, and other elements of design and then applying them to specific media. After an introductory period, students may choose to concentrate on specific media in two-dimensional or three-dimensional work. Free expression and creative vision are the prime objectives of the course, although technical instruction includes specifics such as etching, painting, and most contemporary sculpture techniques except ceramics. Preparation requires evening work in the studio and, occasionally, films, reading, and museum trips.

**Play Production\***  
24 Hours



The Andover Summer Players are a group of fifteen to twenty students who spend the entire session producing plays—major productions on the school's modern mainstage, and one-act plays in the school's experimental Drama Lab. During the course of the summer, all of the Players gain experience in all areas of production: acting, lighting, carpentry, painting, stage managing, costumes, publicity, and other unpredictable jobs that arise from time to time. The success of the group depends upon the flexibility of people involved and therefore we hope to attract students less interested in theory than in the practical business of the theatre.

Recent productions have included *The Man Who Came to Dinner*, *Under Milk Wood*, *The Fantasticks*, *East Lynne*, *Dark of the Moon*, *The Leader*, *Antigone*, *Chamber Music*, and *The Elephant Calf*.

**Ceramics**  
12 Hours

A course in slab, coil, and wheel throwing. Beginners or advanced students are accepted and given individual visual problems and instruction in relation to background and ability. Functional and non-functional forms are pursued with the emphasis always on artistic endeavor, i.e., creativity: the combining of simple forms to make a finished piece.

Equipment includes five kick wheels, plus one motorized wheel with a two-foot wheel head (for throwing extra large pieces) and two variable speed electric wheels. A four cubic foot electric kiln, a seventy cubic foot



gas kiln, and an outdoor gas kiln are used for doing raku or the more innovative single process of "wet firing." A glaze studio provides chemicals and equipment for the making of one's own glazes. Students in this course are expected to make glaze tests and participate in the loading and firing of the kilns.

**Early Childhood Education**  
12 Hours

How do children learn? How should our schools be organized? What can be done for children from deprived learning environments, or for those ready to read at age **three**? This course attempts to answer these and related questions by examining major theories of learning and child development (e.g., Piaget, Bruner, Skinner, Erikson) and their implications and applications for the education of young children. The history of early childhood education in America is traced and put into perspective by comparison with Russian, Israeli, Scandinavian, and British systems of education. In order to bridge the gap between theory and practice, students are responsible for running a combined preschool-primary program three or four afternoons per week under the supervision of an experienced teacher. Visits to nearby day-care centers, preschools, and elementary programs are also made. Texts include *Childhood and Society*, *The Process of Education*, *Walden II*, *Revolution in Learning: The Years from Birth to Six*, and others.

**Education in America: 1972**  
12 Hours

An opportunity for the student to form his own ideas on education and to develop a solid understanding of the problems facing America's public schools. Since discussion frequently draws upon the schooling experience of the members of the class, much of the reading is centered on those topics they find most interesting, most notably secondary education. How do we learn? What do our schools really teach? Does the school help or destroy students? What can be done about the crisis in urban education? Are well-off suburban schools really that good? What are some alternatives to the present system of public education? Readings include such books as *Summerhill*, Neill; *The Student as Nigger*, Farber; *Village School Downtown*, Schrag; *High School and Radical School Reform*, Gross; *How to Survive In Your Native Land*, Herndon; *Crisis In The Classroom*, Silberman; *DeSchooling Society*, Illich.

**Writing and Speaking\***

18 Hours

A course which concerns itself with effective communication. Primarily designed to sharpen the student's expository writing and speaking skills by means of steady practice, this course considers the relationship of the spoken word to the written word and provides careful criticism by the teachers. The particular emphasis of the course is determined by the needs of the students, but relevant study of grammar, syntax, and usage constitutes a part of the curriculum.

**Background for Modern Literature\***

18 Hours

Much of modern literature presupposes a background of knowledge—myths, legends, traditions, and literary classics—that the average high school student of the 1970's simply has not been exposed to. Using modern poetry as a constant reminder that allusion is central to modern literature, this course studies some of the important stories of western civilization. Depending on the needs of the class, selections will be made from the works of the following authors: Homer, Virgil, Ovid, biblical authors, Shakespeare, Marlowe, Cervantes, Swift, Grimm, Anderson, Carroll.

**Twentieth-Century Black Writing in the United States\***

18 Hours

This course seeks to relate black writers to the most effective mode of expression blacks have had in this country—music. Writers are selected from the time of the Harlem Renaissance to the present. The four musical forms to which black expression is compared are (1) slave songs and spirituals; (2) the blues; (3) jazz (cool and hot); and (4) soul.

Written counterparts of slave songs and spirituals include J. W. Johnson's *God's Trombones* and James Baldwin's *The Fire Next Time*, while the Blues encompass, among others, *The Best of Simple* by Langston Hughes and *Native Son* by Richard Wright. For Jazz, counterparts include *Tales* by LeRoi Jones and *The New Black Poetry* edited by Clarence Major. Finally, Soul can be compared with such literature as plays of Ed Bullins and *Manchild in the Promised Land* by Claude Brown.

A major project of the course is an investigation of Ralph Ellison's *Invisible Man*. Of what type music is it most reminiscent?

**Growing Up in America**

12 Hours

Reading extensively in recent American fiction, poetry, drama, and autobiography, students examine moral and social problems facing a person maturing in our contemporary culture. How does a growing





**Creative Writing Workshop\***  
18 Hours

American learn of love? of sex? of death? of failure? of loneliness? and then how does a person live maturely with what he has learned? As students form tentative answers to these questions, the course asks them to scrutinize their own experiences and to draw conclusions about their own social educations. Students also read several sociological analyses of American society and youth. Readings include *Look Homeward, Angel*, Wolfe; *All the King's Men*, Penn Warren; *The Yearling*, Rawlings; *Long Day's Journey into Night*, O'Neill; *The Bell Jar*, Plath; *How to Talk Dirty*, Bruce; short stories by Hemingway, Updike and Mailer, and selected poems of Ginsberg, Agee, Ferlinghetti, and Frost.

A course aimed at developing a student's ability to write poetry and narrative-descriptive prose (the short story and allied forms). Although the exact direction of the course depends to some extent on the inclinations of those enrolled, students read widely in modern and contemporary literature; engage in the most active sort of group criticism; participate in some rather unusual perception-awareness exercises; and experiment with both traditional and avant-garde forms of writing.

**Thoreau ". . . he hears a different drummer."**  
12 Hours

Here is a philosopher from New England's literary past whose observations from a bygone century speak directly to this questing generation with wit, humor and irreverence in terms that we can grasp and make our own. Thoreau spent his life seeking a true and simple code of values. He was a man who dared to be different—essentially a loner who recorded in lucid, sparkling prose what he saw in nature and his fellow man. He makes us chuckle and exclaim with delight with his puckish talent for tearing away the sham of tradition and facade that society holds dear. His way of life is spare yet rich in true involvement with the countryside that he explored and described vividly. The forerunner of today's non-conformists, pacifists, ecologists, amateur naturalists, his appeal is to the growing army of people who yearn for a simple life. The course offers a chance to examine Thoreau's works—*A Week on the Concord and Merrimac Rivers*, *Cape Cod*, *The Maine Woods* and *Walden* and the essay, "Civil Disobedience." Students make overnight weekend excursions to revisit by car, canoe, and on foot the New England scenes that he described.

**What's So Funny? or A Study  
Guide to Comedy**  
12 Hours

After having been totally immersed in the grim study of tragedy all of your school life, try on some laughs. What makes us laugh? Is it just a matter of taste? Or is it because of some basic psychological pattern? This course will attempt to psyche out what's so funny in some of the funniest (?) films and books of all time. Comedy has a place in the literary world and in yours which is vital as well as fascinating. In fact, this course will not even require a sense of humor. Films: *The Gold Rush* (Chaplin), *A Night at the Opera* (Marx Bros.), *My Little Chickadee* (Fields), *A Yank at Oxford* (Laurel & Hardy), *Tom Jones*, *Cat Ballou*, "The Cocktail Party" from *Breakfast at Tiffany's* and *Dr. Strangelove*. Books: "The Wife of Bath's Tale" from *The Canterbury Tales*, Chaucer; *Gulliver's Travels (Books I & II)*, Swift; *The Scarlet and Black*, Stendhal; *The Horse's Mouth*, Cary; *Portnoy's Complaint*, Roth; and *Welcome to the Monkey House*, Vonnegut.

**The Search for Personal Identity  
in Literature**  
12 Hours

The course investigates characters who have had to decide where they stand in terms of the social, moral, and philosophical structures which surround them. It examines the degree to which genuine individual freedom can be asserted in the face of all the pressures to adapt and conform to normally accepted standards. Authors are compared and contrasted in the assumptions they make and in the ways they handle the dramatic presentation of their subject. The course devotes attention to concepts like Fate, Tragedy, Free Will, Conscience, Duty, Self-Fulfillment, and Integrity.

**Black Literature**  
12 Hours

While concentrating on the work of contemporary black writers, the course also considers such diverse material as the West African folk tradition and the Br'er Rabbit stories, *Uncle Tom's Cabin*, writings of W. E. B. Du Bois, and Eldridge Cleaver's *Soul on Ice*. Other readings include novels, short stories, poems, plays and autobiographies by such writers as James Baldwin, LeRoi Jones, Ralph Ellison, Richard Wright, Langston Hughes, Booker T. Washington, and Malcolm X. The course examines the relationship between our society, its literature, and the stereotypes of the black man and the white. Each student has the opportunity to read further in the work of a writer of his choice, or to do background reading in history, sociology, or psychology.



**Satire\***  
18 Hours

The satiric spirit dominates much of modern literature and visual art. In this course the student studies the origins of satire (Horace and Juvenal); the broadening of the genre from a narrow literary form into a spirit that reached a climax in the Eighteenth Century writings of Pope, Swift, and Fielding; and the revived popularity of satire in the Twentieth Century. The visual arts are studied in conjunction with literature, from Hieronymus Bosch and William Hogarth to the Marx Brothers and Saul Steinberg.

**Developmental Reading**  
12 Hours

Developmental Reading is a practical course in the technique of reading and studying. Not a remedial course, it is designed to increase the able student's reading skill and enjoyment. The core of the program is the discussion, in class and in individual conferences, of the student's reading (a minimum of two books a week chosen by the student in consultation with the teacher). The course thus requires an interest in the mature use of facts and ideas. Some time is spent using machines, films, and workbooks that help the student increase his reading speed and vary his reading technique according to the material.

**The Composing Process\***  
18 Hours

Limited to students who have completed the 10th, 11th, or 12th grades, the course develops the power to write meaningfully by helping the student to use his three personal reservoirs: knowledge, ideas and emotions. The first step is to probe the ways in which the writer's five senses shape his initial impressions of his surroundings, thus improving the student's understanding of the conscious processes of composing. More important, the study of the senses suggests means of tapping the unconscious, which is the writer's greatest reservoir of the associated ideas, images, and emotional power vital to any imaginative expression of the individual's personality. Short, useful readings in psychology and examples of stream-of-consciousness in modern fiction lead the student to write three or four times a week in the ways best designed to call up and express his truest discoveries about himself as an individual in this world.

Texts: Ghiselin, *The Creative Process*; *The Faulkner Reader*; Miller, *Death of a Salesman*; Fitzgerald, *The Great Gatsby*; selections from Garrett, *Psychology*; and Jung, *Symbols of Transformation*.





**Black Man in White America**  
12 Hours



Primarily for those who have completed the 10th, 11th or 12th grade, but open to any student who has some background in United States history and who desires to improve his understanding of the crucial subject of race involvement in American problems.

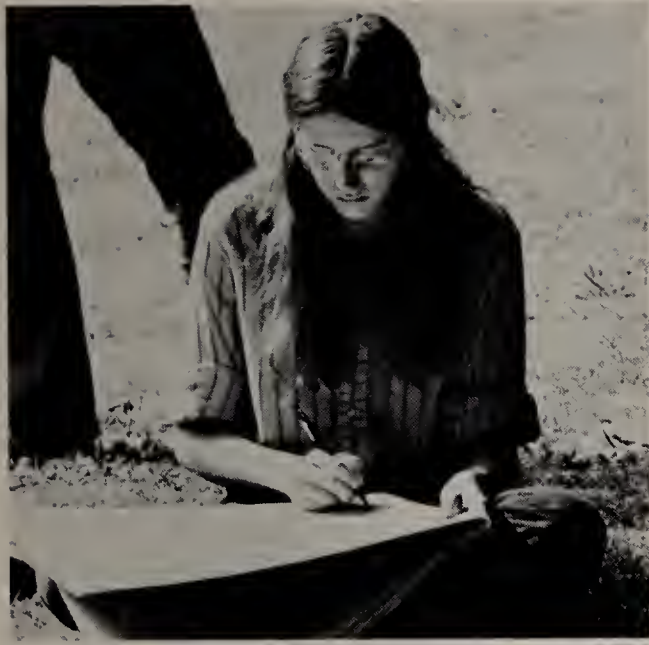
The course treats the black experience from Africa to America and analyzes the influence of slavery upon both black and white Americans and their behaviour. Emphasis is placed upon the black experience of American society, the conflict between America's democratic ideology and her realities and the varied "solutions" for relations between black and white that have been proposed in the past and the present. Considerable attention is given to twentieth century movements and events in racial affairs, as well as to the implication of these matters in America's domestic and foreign problems.

Historical narrative provides the basic structure of the course, but the reading and discussion draw upon materials of other fields: biography, autobiography, sociology, economics and psychology as it relates to the chief figures of the times. Demonstration of expression and composition ability of the student is expected through oral discussion and written papers.

**Great Issues of History**  
12 Hours

A course in the history of ideas. Open to all students. The teachers are Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machievelli, Hobbes, Locke, Rousseau, J. S. Mill, Adam Smith, Karl Marx, Lenin, and Martin Luther King. Discussion topics grow out of the readings, and





**Mid-Century U.S.A:  
A Study of Crucial Decisions**  
12 Hours

**The Cold War: Confrontation,  
Revolution and Intervention\***  
18 Hours

help students focus on how major ideas in history relate to happenings in the world today. The topics include: Should one obey God's law, or man's law, if a choice has to be made? Is man basically good or evil; or, does society form his values? What is reality? Can reason and faith be synthesized? Does the end justify the means? What are the inalienable rights of man? Where do you draw the line between the rights of the individual and the needs of society? Should economic decisions be made in the "market place" or by a planning board? Where do we go from here? Discussions are supplemented with films, slides and tapes. The art of essay writing is taught.

Primarily for students who have completed the 11th or 12th grade, but open to all qualified students. Between 1940 and 1972 United States policy in domestic and foreign affairs has undergone significant change and direction. What have been the issues, how have they arisen, how are they expressed and how are they resolved? These questions are the focus of class discussions, readings and study. What are the roles of the President, the Congress and the Supreme Court in making decisions? When and how do the public, special interest or pressure groups shape the process of decision-making? These questions serve as the emphasis for class analysis. Specific problems are selected to illustrate the course of decision-making from the entrance into World War II to the departure from Vietnam; from Roosevelt's New Deal to Nixon's "poverty in plenty." Course materials include selected paperbacks and films.

Does the international world make any sense? Can the vast array of international organizations, events and policies be made an intelligible whole? It is the purpose of this course to give adequate meaning and understanding to the most important aspects of today's international relations.

Much of the language of international affairs is already well known. Such phrases as the Cold War, great power politics, the United Nations, the Third World are practically household terms. Familiar to Americans, too, are the military alliances and tariff unions such as NATO and the Common Market. The course seeks to give fuller understanding regarding



these organizations. The course also takes a look at crucial areas where the confrontations, wars, revolutions, incursions, and interventions of the Cold War have worked their way: Europe, the Far East, the Middle East, and the Western Hemisphere. Certain policies and pending problems also receive attention: Containment, Liberation, Coexistence, Massive Retaliation, Brinkmanship and Disengagement, the nuclear weapons race and the SALT talks, the CIA, undercover and paramilitary operations, U. S. balance of payments, import surcharges, the floating dollar and exchange rates, and the decline of U. S. Foreign Aid. Again, the whole purpose of the course is to gain understanding and to put meaning into this interrelated jumble of organizations, events, and policies.

Classroom experiences vary—exercises, discussions, dialogue, games, lectures, and films—but are arranged to explain and augment the reading. In addition, each student produces a project in the course, chosen in consultation with the instructor and guided according to need. Projects are not necessarily written; they need only be germane and can be crafted, graphic, performing, etc., limited only by the students' talents and imagination.

## **Presidential Politics, 1972\*** 18 Hours

For students of any or no political persuasion, this course provides an unusual opportunity to examine in depth "history in the making"—the 1972 Presidential election. Through a study of the parties, personalities and platforms of the current election year, students try to measure the responsiveness of the American political system to the crucial issues of domestic and foreign policy today. Perspective on past elections are gained by reading such accounts as Theodore H. White's *Making of the President, 1960* and *The Selling of the President, 1968* by Joe McGinniss. To gain first-hand political experience, students undertake a practical political project which evaluates a particular aspect of the election or which directly aids a Presidential or Congressional candidate of their own choice.





“Comment peut-on être persan?” Montesquieu’s question is rhetorical. Of course, one cannot become Persian, French, German, or Spanish. But one can perhaps most effectively learn to appreciate a people by learning to communicate in their language. In a shrinking world demanding open channels of communication, knowledge of a foreign language is a key to understanding.

Small classes, conducted entirely in the foreign language, audio-visual and language laboratory facilities, and the unusual opportunity for intensive study free from the demands of other courses form the foundation for the Summer Session foreign language program. Occasional feature length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structures learned in the classroom. Ordinarily students are encouraged to take one of the major courses in the language of their choice for intensive study; however, if this is not possible, minor courses are described below.

**French**  
**12 Hours**

The Summer Session offers courses in French for students at all levels, from beginners to Advanced Placement students. Students are sectioned (after admission to the Summer Session) according to their qualifications. Normally two major language courses are offered: one for beginners, which is designed to build a solid first year foundation, and secondly, an intermediate course which, after a hasty review of fundamental grammar, will continue to stress speaking, reading and writing skills through study of more advanced structures and increasing use of an anthology of short stories. The language text for both courses is *Langue et Langage*

by Pucciani and Hamel. If there is sufficient demand, an advanced language course is offered, which would act as a transition between reading for comprehension and reading as literature.

**German**  
12 Hours

The Summer Session offers courses for beginning, intermediate, and advanced students. Classes are usually very small (two to five students), allowing the instructor to plan the work according to each student's needs and interests. Students are sectioned after admission to the Summer Session and the sections are virtually taught as tutorials.

Because of the relatively small number of students usually enrolled, a great deal of material is covered during the Summer Session. This course gives the beginner all the skills needed to continue a normal second-year high school course. He studies all of the fundamentals of grammar, and has extensive practice in speaking and listening to German. Reading and writing skills are also practiced but not emphasized. Text: *Deutsch für Amerikaner*; Schulz-Griesbach. (accompanying tapes)

Intermediate and advanced German students are sectioned after arrival if there is sufficient enrollment; otherwise instruction at these levels is basically tutorial.

**Greek or Latin**  
12 Hours

Courses are at all levels—beginning, intermediate, advanced—with attention given to grammar, syntax, reading and Greco-Roman civilization. Students with equivalent preparation and goals form a class (usually 2 to 5 students) that takes into account their needs and future plans. A student whose preparation or goal is quite different from that of other students will be given private instruction as far as the available time of instructors allows. Language laboratory materials make possible very individualized teaching and learning. Students are sectioned after admission to the Summer Session.

**Intensive Elementary Spanish\***  
18 Hours

Introduction to the understanding, speaking, reading, and writing of Spanish for students with no prior knowledge of the language. In addition to three daily class meetings, students spend one-half hour daily in the language laboratory. One and one-half hours preparation is assigned





daily. The language laboratory is available for independent study. Classes are conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is designed to cover a year's work in Spanish.

### **Intermediate Spanish** 12 Hours

The course is designed for students who have had one or two years of Spanish. The course concentrates on the reading and discussion of chosen literary texts. Emphasis is on the civilization and culture as a background for the understanding and better analysis of the works studied. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is conducted entirely in Spanish.

### **Intensive Elementary Russian\*** 18 Hours

Introduction to speaking, reading, and writing Russian, for students with no prior knowledge of the language. Two teachers divide the three daily hours of instruction, to give variety of approach and attention to individual needs. Additional coordinated drills in the language laboratory provide reinforcing practice at the students' convenience. The basic text is *A-LM Russian Level One*, Second Edition (Harcourt). Recognizing the growing importance of knowledge of Russian for careers in science, international trade and development, and foreign relations, this course enables students through concentration and special aids in a strong program quickly and confidently to establish a sound foundation for further progress, by either independent or directed study.

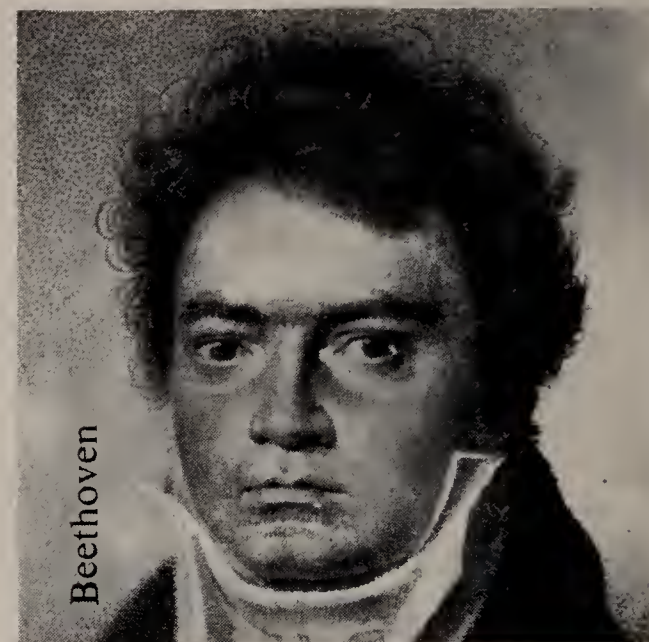
### **Intermediate Russian** 12 Hours

Instruction in speaking, reading, and writing Russian, individually adjusted to develop the skills of students who have had a year or two of Russian.



**Russian Literature in English**  
12 Hours

**Languages**  
**Music**



**Great Symphonic Music**  
12 Hours

Authors of the Soviet period are compared with those who preceded the Revolution, in a study of the development of romanticism, realism, nihilism, perfectionism, and humanism, as continuing themes in Russian literature. The course examines the concepts of the "superfluous man," "socialist realism," divided personality, proletarian culture, anarchism, and dissent, both as stimuli and as results of political and economic change. Students explore the great variety of styles and purposes not only of writers well known in the West, but also of such influential men as Krylov, Leskov, Saltykov, Goncharov, Ostrovsky, and Bunin. Particular attention is given to the aims of contemporary writing and its effects within and outside the Soviet Union.

No study of the Russian language is required in this course, but the instructor, who knows both the language and the literature, explains the origin of important terms, and helps interested students understand some of the essential features of Russian.

A study of the development of the symphony and symphonic forms, sonata-allegro, suites, tone poems, and the dance. The course starts with Haydn in 1750 and covers the Classical, Romantic, Modern and Contemporary Eras, with some time given to electronic music. Composers to be studied are Mozart, Beethoven, Brahms, Tchaikowsky, Dvorak, Stravinsky, Britten and many others. Representative works are chosen for detailed study, with emphasis on listening and analysis. The course includes a brief history of the composers, their lives and times. Full orchestral scores of works are used for reading and study. Hopefully trips can be planned to concerts by the Boston Symphony Orchestra at Tanglewood in the Berkshires.





As a regular part of the Phillips Academy facilities, the Academy's PDP-11 computer is available for use in conjunction with all Summer Session mathematics courses. The Director of the computer facility is available to assist students and faculty in the application of the computer to problems in mathematics and science. This work may be done as a part of a class project as well as on an individual basis.

**Curves and Motion**  
12 Hours

Open to students who have completed one year of algebra. Sketching the graph of a function or a relation is well within the range of a student with one year of elementary algebra behind him. The study of elementary differential calculus is also within his capabilities. In this course the study of the polynomial calculus and the knowledge of elementary algebra is used to develop the students' ability to sketch and analyze many types of curves. Included are the graphs of the conics, parametric equations, and, if possible, polar equations. The study of curves using elementary calculus and the study of the motion or velocity of an object are closely related. Whenever possible these relationships will be examined.

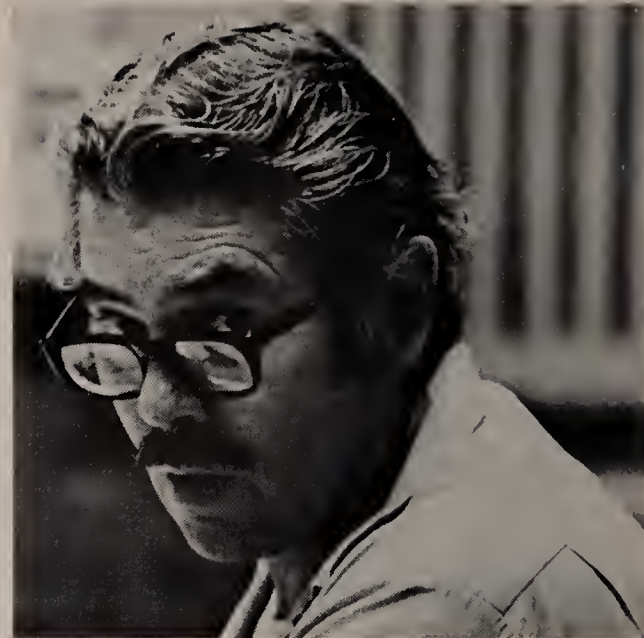
**Advanced Topics in Mathematics**  
12 Hours

The course is designed for students with considerable mathematical aptitude, ability, and interest who have had at least three years of high school mathematics. After a brief review of circular trigonometry (through trigonometric equations and the graphing of  $y = A \sin(ax + b) + C$ ), the course examines the essentials of sequence, limit, and continuity theory and considers the foundations and techniques of differential and integral calculus. It culminates in the study of probability and statistical theory, with applications to quantitative decision making. The student learns also how closely and integrally the above topics are interrelated.

## Mathematics



### **Advanced Mathematics for the Truly Intrigued** 12 Hours



Commenting on the standard mathematics education, Descartes said, "When I thought how it could be that the earliest pioneers of Philosophy in bygone ages refused to admit to the study of wisdom anyone who was not versed in Mathematics . . . I was confirmed in my suspicion that they had knowledge of a species of Mathematics very different from that which passes current in our time."

ADVANCED MATHEMATICS seeks to remedy this discrepancy by exploring, in an honest and rigorous manner, some of the most exciting areas of mathematical interest. For example, what happens as we enter the 4th dimension? What if there is more than one parallel to a line? How many infinities are there? What is a homeomorphism (and how does it relate to coffee cups and doughnuts)? Are there statements which we cannot prove or disprove? How do human mathematical models relate to the structure of the universe (can we ever know)? The only prerequisites are curiosity, willingness to work hard, and some ability in mathematics.

### **Computer Programming** 12 Hours

Open to students who have completed two years of algebra, the course provides a unique opportunity for students to explore the potentialities and limitations of a modern high speed computer. The student learns computer language (BASIC, ALGOL), writes his own programs, and tests them on a teletype connected with the Academy's PDP-11 computer, acquiring an understanding of the computer's use in curve fitting, constructing models, sorting numbers, complex calculations and other applications.





**Introduction to Philosophy\***  
18 Hours

This course introduces students to fundamental philosophical concepts and problems. It examines such questions as What is Philosophy? What is Man, his nature and destiny? What is God? The problems of Idealism, Immortality, Bureaucracy, Existentialism, Social Responsibility, Religious Quests and Pragmatism are also explored. Philosophers to be examined include Plato, William James, Sartre, Nietzsche and Tillich.

**Search for a Meaningful Ethic  
in a Revolutionary Age**  
12 Hours

The course begins with a review of the various ethical systems employed by societies in the past: the theological (Judeo-Christian), the economic (Marx), and the political (Plato). Students then investigate these same metaphors in 20th century society as a way of seeking the most meaningful ethical system for individual modern morality (morality being the behavioural ways in which men act out their chosen ethical guidelines). This investigation involves a look at theological developments (social gospel, death-of-God, etc.), economic programs (Peace Corps, war on poverty versus space exploration, etc.), and political movements in the U. S. (Black Power, student conscience, Supreme Court decisions) in an effort to determine how, in a Western technological era, we can make responsible moral decisions which affect not only ourselves, but the "global village" as well.

**Social Psychology**  
12 Hours

This course is concerned with individual and group behavior and deals with perceptions of self and how we perceive others. In an effort to understand how society manipulates and influences his thoughts, beliefs, and actions, the student takes part in the class which emphasizes discussion, seminar reporting, individual papers, sociodramas, and psychodramas. Speakers from and of social groups studied are heard, and films, TV, and newspapers also provide sources. Individual projects are encouraged. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and is reflected in discussion topics such as "Obey that Impulse?" "Why Close the Generation Gap?" "Images" (self, racism); "The Four Faces of Love," etc. Such topics, approached like "dot journalism" rather than encyclopedic informational retrievership, highlight human problems resulting from human interaction.

**Freud and the Post-Freudians**  
12 Hours

This course is an introduction to the major trends in psychoanalytic personality theory since Freud through theoretical papers and case histories. The main emphasis is on the work of Freud and selected works of his followers and critics. The purpose of the course is twofold: to clarify the basic issues and terminology of psychoanalytic personality theory, and to demonstrate their application in the study of case histories.



The course begins with Freud and follows the development of his thought from his early work with hypnotism and the theory of the seduction trauma to the discovery of psychoanalysis, psycho-sexuality and the formation of the super-ego. Special attention is given to the interpretation of dreams and the discovery of the Oedipus Complex, the concept of infantile sexuality and the problem of normal sexuality, the vicissitudes of self love and love of others, grief, depression and guilt, and the psychology of the ego. Then, using Freud's later papers on the structure of the ego as a point of departure, the course turns to the work of two post-Freudian theorists, Erik Erikson and R. D. Laing. Special attention is given to Erikson's concepts of the development of the ego and the identity crisis, and to Laing's concepts of ontological insecurity and the schizoid personality structure.



**Introduction to Biology**  
12 Hours

An introduction to biology with emphasis on man and his interrelationships with the environment. The goal of the course is to provide a basis for reasoned decisions about the many personal and public problems that involve biological principles. There are no prerequisites. The text is one presently being written by the instructor.

**Advanced Chemistry**  
12 Hours

This course is designed for the student who has had a year of high-school chemistry. The class spends most of its time in the laboratory, doing experiments not usually covered in introductory courses, such as molecular weight by vapor density, stereochemistry, spectrophotometry, iodimetry, polymer chemistry and the synthesis or analysis of other inorganic and organic compounds. The laboratory facilities used by the class are particularly outstanding.

**Physics and the Computer**  
12 Hours

Increasingly, the application of computer technology to scientific investigations is becoming routine. Focusing primarily on the computer's application to physics, this course begins with an intense introduction to computer language and then stresses algorithmic problem solving and simulation techniques utilizing the Academy's PDP-11 computer system. Students employ the computer to solve physics problems which deal with topics such as relativistic mechanics, kinetic molecular models, and "brute force" calculus. The course is designed for able students who have completed at least one year of science and have a strong background in mathematics.

**Advanced Biology**  
12 Hours

For able students who have completed one year of biology. A review at the Advanced Placement level of some major topics of biology, with special emphasis on the following: cell structure of plants and animals as revealed by the electron microscope; cellular respiration and photosynthesis; hemostatic regulation in animals and plants; the structure and function of neurons and muscles; the genetic code and its translation; and population genetics and natural selection. Six hours a week are spent in varied laboratory work that supplements the class discussions and trains students in the use of the stereoscopic and compound microscopes.

- Independent Study** A student who wishes to do independent work in art, the classics, history, mathematics, music, science, English or foreign literature, or poetry or story writing may apply by submitting a written proposal defining the topic of proposed study and giving his background and qualifications for such study. If the project is approved by the Director of Admissions, the student is assigned a supervisor. The student should plan to spend six to twelve hours a week on such a project.
- Analysis of Words**  
6 Hours This course is designed to teach precision in the definition and use of English words by studying the roots which they contain, as well as the original meanings of these roots in Greek, Latin, and other Indo-European languages. Exercises in etymology develop the students' vocabulary for more accurate expression of ideas and more perceptive reading. Often they reveal fascinating changes in the history of words. For example, "horticulture," "yard," "garden," "orchard," and "Leningrad" contain variations of a root meaning enclosure. "Heart," "cardiac," "accord," and the Russian words for middle and Wednesday share a common root. The course provides a systematic survey of the most productive stems, and encourages extensive individual exploration.
- Social Psychology**  
6 Hours A survey of the concerns of individual and group behavior. The course deals with perceptions of self and others, the manipulation of self by the society, and the influence of the society on the individual's thoughts, beliefs, and actions. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and focuses on such topics as "One in Twenty" (homosexuality), "One in Ten" (mental illness), "Obey That Impulse," "Images," etc.
- The Life and Work of Freud**  
6 Hours This course is an introduction to the work of Sigmund Freud through a study of the development of his theories, their social context, and their origins in the life and personality of Freud himself. Readings are selected from Freud's letters, case histories, theoretical papers, his biographers, and various works representative of his time.
- Typing**  
6 Hours The course, designed for beginners who desire typing for academic and personal use, stresses mastery of the keyboard and speed building.



|  |   |
|--|---|
| <b>Individual Language Study</b><br>6 Hours      | Open to those who wish to extend their knowledge of French, Spanish, German, Russian, Latin, or Greek, the program enables the student to make highly efficient use of his time because each program is individually planned. The language consultant arranges each student's program individually, meeting with him several times a week and directing him to the texts, tapes, and audio-visual materials best suited to his needs and to the time the student can give to his language study. Small classes may be arranged if several students have the same needs. |
| <b>Advanced Conversational French</b><br>6 Hours | Conducted entirely in French, the course is open to those students who have completed three years of French, or who pass an oral exam at the start of the summer. Reference text: Lenard, Hester: <i>L'art de la Conversation</i> .   |
| <b>French Reviewed</b><br>6 Hours                | This course, conducted in French, is designed to strengthen knowledge of essential French structures and idioms through review and their constant application in classroom conversation and composition.  |
| <b>Conversational German</b><br>6 Hours          | For students who have completed at least one year's study of the language. The course is limited to those students who prove themselves capable of the work by an audio-oral examination at the first class meeting. All classes are conducted in German.   |
| <b>Conversational Russian</b><br>6 Hours         | Introduction to Russian through simple conversation, with daily practice in the language laboratory, for students with no prior training in Russian.  |
| <b>Conversational Spanish</b><br>6 Hours         | Students must have completed at least one year of Spanish. The course is conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language.  |

**Art Minor**  
**Music Minor**

|                                    |  |
|------------------------------------|--|
| <b>Baroque Ensemble</b><br>6 Hours | The baroque era in music offers a wide variety of literature that the amateur can study and perform. The class works as a unit in the study of baroque instrumental-vocal works and is broken into small ensembles to play chamber music. The recorder is studied and used in performance. Students with keyboard experience may play the school harpsichord. Prerequisite: the ability to sing or to play the piano, a stringed or brass instrument, or an orchestral woodwind.   |
| <b>Voice</b><br>6 Hours            | The class learns the fundamentals of correct tone production, with emphasis on the proper use of vowels and consonants, breathing, breath control, poise, and stage presence, using elementary songs for demonstration. Ability to read music is helpful but not necessary.  |
| <b>Recorder Consort</b><br>6 Hours | A course devoted to learning to play the recorder in a group. Beginners and players of all levels are welcome. The course meets four times a week. Its goal will be to enjoy playing in ensemble recorder music of various periods.  |
| <b>Looking at Art</b><br>6 Hours   | This course aims at the development of a sensitive critical eye and a vocabulary with which to describe and analyze visual form. Students become familiar with selected major artists and stylistic eras in the history of art, especially in the 19th and 20th centuries. Slides, movies, lectures, discussions and museum visits are combined with a study of theories of art perception and appreciation, in order to introduce students to the variety of art. There are also opportunities to pursue individual topics of interest. |
| <b>Art Studio</b><br>6 Hours       | The course is designed to develop the visual perception of all students by providing a flexible program of studio experience in two- and three-dimensional design in conjunction with readings, presentations, films, and full use of the Addison Gallery, the Library, and the Arts and Communications Center. No previous experience in art is necessary.  |
| <b>Ceramics</b><br>6 Hours         | This course provides instruction in slab and coil building, plus wheel throwing. As in the ceramics major, emphasis is on creative endeavor. Students make their own glazes and it is hoped they participate in raku and wet firings which occur over some weekends. For description of equipment, see ceramics major.   |





**Computer**  
6 Hours

The course is designed for students interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (BASIC) and by means of a mathematics-oriented approach, write programs and test them on the Academy's PDP-11 computer. One year of algebra serves as adequate background for undertaking a variety of applications to secondary school mathematics.

**Sequences and Limits**  
6 Hours

Students who begin the calculus often find themselves baffled at least partly because of their lack of previous acquaintance with the fundamental ideas of limiting processes. The course studies such processes in some detail. It is open to students who have finished at least three years of high school mathematics.

**Introduction to Zoology**  
6 Hours

Students study the physiology, ecology, and evolutionary relationship of animals in each phylum through readings, lectures, and class discussions. In addition, two one-hour laboratory periods are spent each week in observation and study of behavioral patterns of live animals. Various field trips provide the opportunity for ecological study. No prerequisites required; open to anyone interested in becoming familiar with the major species in the animal kingdom.

**Introduction to Chemistry**  
6 Hours

The course offers instruction in certain basic skills and concepts that are essential in the study of chemistry. Topics include the use of the slide rule, review of mathematical concepts used in chemistry, and an introduction to basic atomic theory, the mole concept, and chemical equations.

**National Security, Disarmament  
and Arms Control**  
6 Hours

In the evolution of thinking which accompanies the formulation of new national priorities, the issue of how much defense is enough is heatedly debated. This seminar course is primarily designed for the serious student interested in a career in science or government who wishes to become informed on the issues of national security. As such the major issues and problems of arms control and stabilization are extensively examined. Readings from the works of Henry A. Kissinger, Thomas C. Schelling, Edward Teller, Jerome B. Weisner and others are included. In addition, an examination of the implications of the ongoing Strategic Arms Limitation Talks (SALT) is conducted.

**Topics in Black History**  
6 Hours

The course does not attempt to survey black history, but to consider carefully two or three key topics, such as the African experience, reconstruction, the Harlem Renaissance, or black power. The student also has the opportunity to do independent work on a topic of his choice. Readings include Basil Davidson, *Black Mother*; W. E. B. DuBois; Alain Locke, *The New Negro*; Malcolm X, Stokely Carmichael.

**What is the Good Life?**  
6 Hours

This course is designed to examine various views of "utopia," including the student's own view. Readings range from Plato to science fiction. The ideas involved are discussed in relation to problems in the world today, such as: Should man be conditioned to behave in certain ways? What type of government, if any, should he have? What of his economic system, family life and privacy? Students have the opportunity to develop their own "utopia."

**The Warren Supreme Court and  
the Expansion of Individual  
Liberty, 1953-1969**  
6 Hours

The "Warren Court" was the most active and historically significant branch of the federal government in the mid-twentieth century. The Supreme Court's decisions were libertarian; they advanced the egalitarian tradition in American life and law; they expanded such concepts as due process, individual privacy and the rights of conscience. And the Court was the center of continual political and social controversy.

The course focuses on five major areas of the Court's activity: the decisions on racial desegregation and the schools, on legislative reapportionment, on the rights of the criminally accused, on individual privacy and conscience, and on the rights of free speech, press and





assembly. The readings present the legal issues through excerpts from the United States Constitution, laws and the *Court's major decisions*. Reading also includes numerous selections of editorial comment, political statements, positions of special interest groups, and the debates of scholars and social activists of the Right and Left which surrounded the Warren Court's decisions. Students examine the great precedents of this activist Court within the historical context of the social and political pressures and conflicts of the times.

The readings for the course are now in preparation through the collaboration of a Phillips Academy instructor and a University of California historian. Students in the course will find themselves in the added roles of critics and collaborators in this task.

**Contemporary Literature**  
6 Hours

In addition to reading novels, plays, and poems of the fifties and sixties, the course considers the relationship between contemporary literature and the society that produces it. Readings are chosen from such writers as John Barth, Saul Bellow, Edward Albee, James Baldwin, William Golding, Ralph Ellison, Robert Lowell, Samuel Beckett, Eugene Ionesco, Kurt Vonnegut, and Flannery O'Connor.

**Black Literature**  
6 Hours

The course offers the opportunity to see the black man and the white man through the eyes of the black writer. The class reads novels, plays, stories, and poems selected from the work of such writers as James Baldwin, Langston Hughes, LeRoi Jones, and Ralph Ellison, as well as non-fiction such as *The Autobiography of Malcolm X* and selected copies of the *Bay State Banner*, Boston's black newspaper. Black writers from Boston visit the class when possible.

**Modern Fiction**  
6 Hours

The class reads novels, plays, and poems that have greatly influenced modern thought and feeling. Readings are from such writers as Sartre, Eliot, Auden, Yeats, Frost, Ionesco, Joyce, Lawrence, Hemingway, Albee, and Lowell.

**Hobbits, Orcs, and  
All Those Things**  
6 Hours

Focusing on the works of J. R. R. Tolkien (*The Lord of the Ring*, *The Hobbit*, etc.), this course investigates the fact and fantasy which surrounds them and traces their roots in medieval literature such as the Icelandic sagas and Anglo-Saxon epics.

**Literature Minor**  
**Other Minor Courses**

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**Plays of Shakespeare**  
6 Hours

The course provides an opportunity to read and discuss six representative plays so as to obtain a more unified, integral view of Shakespeare than the usual "one play a year" glimpse of his genius. Students read two tragedies, two comedies, and two histories chosen from the following: *Hamlet*, *King Lear*, *MacBeth*, *The Tempest*, *Twelfth Night*, *Midsummer Night's Dream*, *Henry IV, Parts 1 and 2*, *Henry V*. Choices are made depending on students' previous work.

Students are encouraged to choose an individual area of interest (among them characterization, stagecraft, performance, poetic language) and pursue it during the course. This interest culminates in one paper at the end of the Session.

**Blood and Thunder:  
The Gothic and the Grotesque**  
6 Hours

An investigation into the body of literature which advocates the presence and the importance of supernatural phenomena and their influence over our lives. The reading list includes works by Mary Shelley, Henry James, Shakespeare, Arthur Miller, Shirley Jackson, Edgar Allan Poe, and Christopher Marlowe.

**Games People Play: Simulations**  
6 Hours

Have you ever tried role-playing through games or asked yourself just what the game of education or of a career is all about? Using games such as "Life Careers," one can simulate life-like experiences and decision-making processes. There is even a game that simulates an archeological dig. Reading includes Eric Berne, *Games People Play*; Clark Abt, *Serious Games*; and Zuckerman, *The Guide to Simulation Games for Education and Training*.

**ENCOUNTER**  
6 Hours

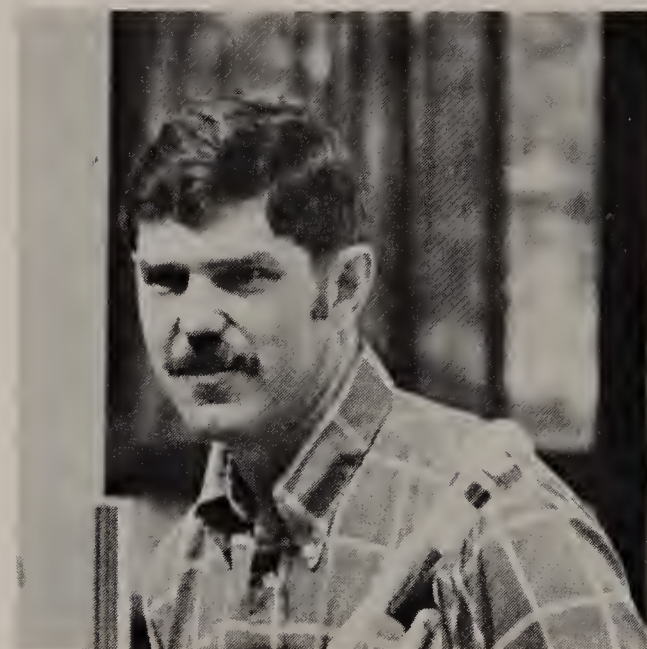
This course is the prerequisite for participation in the afternoon ENCOUNTER activity (described on page 16). The course is a locus for preparation and analysis by students of their ENCOUNTER activity experiences. Students have the same teacher for the ENCOUNTER minor course and activity. The minor and the activity last three weeks.







Antal, James  
*TA in Philosophy*  
 Apgar, Charles, M.A.T.  
*Physics*  
 Apgar, Pamela (Mrs.), B.A.  
*HM*  
 Ballard, Alice, B.A.  
*Encounter*  
 Best, George, B.S.  
*Mathematics*  
 Best, Helen (Mrs.), B.S.  
*HM*  
 Bishop, David (Rev.), M.A.  
*American Culture*  
 Blacher, Steven  
*Am. Education, Adm. (TA)*  
 Bregman, Elaine, M.A.  
*TA in French*  
 Bronk, John, R.P.T.  
*Athletics*  
 Brown, Donal, B.A.  
*English*  
 Brown, Joanne  
*TA in Sculpture*  
 Bunnell, James, M.A.  
*Dir. of Studies*  
 Bunnell, Kate (Mrs.), A.B.  
*HM, Underwood Room*  
 Burdick, Charles, M.A.  
*English*  
 Cameron, John, M.A.  
*English*  
 Carlson, Joy  
*TA in English*  
 Chivers, John, M.A.  
*German*  
 Clift, Willam, B.S.M.  
*Dir. of Music, HM*  
 Clinton, Philip  
*TA in Spanish*



Condon, Sheila, B.A.  
*TA in English*  
 Couch, James, M.A.  
*Spanish*  
 Coulthard, Alfred, B.S.  
*Athletics*  
 Crawford, Robert, M.A.  
*History*  
 Crawford, Katie (Mrs.), B.A.  
*HM*  
 Crook, Barry  
*HM, Encounter*  
 Crouchett, Lawrence, M.A.  
*Black Ed., History*  
 Cushman, Trevor, B.A.  
*Education in America, HM*  
 DelValle, Manuel, B.A.  
*History (ABC)*  
 Drake, Sherman, M.Ed.  
*Mathematics (ABC)*  
 Edmonds, George, M.Ed.  
*English, HM*  
 Egsgard, John, M.A.  
*Mathematics*  
 Fitzgerald, Nancy, M.S.  
*English*  
 Fleck, Richard, B.A.  
*English*  
 Ford, Alvin  
*Athletics*  
 Foster, David, M.A.  
*HM, Athletics*

Foster, Diane (Mrs.), B.A.  
*HM*  
 Foster, Jerry, M.A.  
*Director, English*  
 Fox, James  
*TA in Mathematics*  
 Fregulia, Richard, B.A.  
*Music, English*  
 Gallant, Barbara (Mrs.), M.A.  
*History*  
 Galassi, Jonathan, B.A.  
*English, Asst. HM*  
 Gardner, Donald, M.A.  
*History*  
 Gardner, Pokey (Mrs.), M.A.  
*HM, English*  
 Gillespie, Michael  
*TA in English*  
 Gottfried, Marianne (Mrs.), M.A.  
*French*  
 Gottfried, Roy, M.A.  
*English, HM*  
 Gould, Keith, M. Mus.  
*Music*  
 Grace, Susan, B.A.  
*TA in Sculpture*

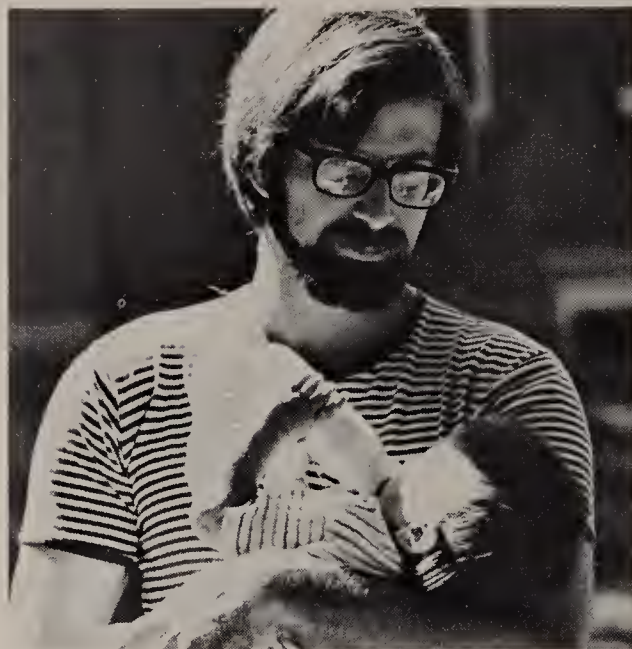


Hamilton, Judith (Mrs.), B.A.  
*Athletics, Underwood Room*  
 Hamilton, Thomas, M.A.T.  
*Zoology*  
 Hansen, Thomas, M.A.  
*Mathematics, Athletics*  
 Harris, Jack, M.A.T.  
*Biology*  
 Harrison, Fred, M.A.  
*Director of Activities*  
 Henkels, Robert, Ph.D.  
*French, Dept. Head*  
 Heyward, Andrew  
*TA in Russian*  
 Hill, Hugh, B.A.  
*Black Literature (ABC)*  
 Hobausz, Aloysius, B.S.  
*Director of A-V*  
 Isbell, Michael, B.A.  
*Ecology*  
 Jackson, Doris, B.A.  
*English, HM*  
 Jako, Miklos, M.A.  
*Athletics*  
 Johnson, Cheryl, B.S.  
*English, HM*  
 Jones, Kimball, M.A.  
*English, Athletics*  
 Kalkstein, Marion (Mrs.), B.A.  
*HM*  
 Kalkstein, Paul, M.A.T.  
*English (ABC)*  
 Keegan, James, M.Ed.  
*English, HM*  
 Kip, Susan (Mrs.), M.A.  
*HM*  
 Klimo, Jonathan, B.A.  
*English*  
 Krumpe, Carl, M.A.  
*English*  
 Lane, Robert, M.A.  
*Russian*  
 Lea, Robert, B.A.  
*Psychology, HM*  
 Leete, Robert A.  
*Manager of the Commons*  
 Levine, James, M.A.  
*English, HM*  
 Levine, Joan, B.A.  
*Film Criticism*  
 Lloyd, Sarah  
*TA in Anthropology*

McDonnell, Barbara L., B.S.  
*Director of Library*  
 McDowell, Mary, B.A.  
*Art*  
 McMurray, John, M.A.T.  
*Art*  
 McMurray, Rilla (Mrs.), M.A.  
*HM*  
 Mallett, Grant, B.D.  
*Trips, Social Director*  
 Marks, Jack, B.A.  
*Psychology*  
 Marx, Stephen, B.A.  
*Film*  
 Mellor, J. Dean, M.Ed.  
*English*  
 Merriam, Litza (Mrs.)  
*Director of Language Laboratory*  
 Metcalf, Albion  
*Piano*  
 Minné, Ronn, Ph.D.  
*HM*  
 Monette, Paul, B.A.  
*Play Production*  
 Morell, Clement, M.A.  
*Mathematics*  
 Nibbelink, Cynthia, M.F.A.  
*English*  
 O'Malley, Patricia, B.A.  
*TA in Ecology*  
 Palermo, Lynda  
*TA in English*  
 Pascucci, Vincent, M.A.  
*Greek, Latin*  
 Penner, David, M.A.  
*HM*  
 Peters, Margaret  
*TA in Ethics*  
 Preston, Emily (Rev.), S.T.M.  
*Ethics, Religion Coordinator*



Rees, Caroline (Mrs.), M.A.  
*English*  
 Regan, Thomas, M.A.  
*English*  
 Richardson, James, M.A.  
*HM, College Counselor*  
 Robb, Linda  
*TA in English*  
 Roehrig, Albert K., Ed.D.  
*Psychology, Counseling*  
 Roehrig, Ruth (Mrs.), B.A.  
*Asst. Director of A-V*  
 Royce, H. Schuyler, M.I.A.  
*History*  
 St. John, Hester (Mrs.), B.S.  
*TA in Art*  
 St. John, Mark, B.S.E.  
*Chemistry, Encounter, HM*  
 Sanderson, Deborah  
*TA in History*  
 Schmidt, Barbara, B.A.  
*Dean of Women, English,  
 Asst. HM*  
 Shepard, Mary (Mrs.), B.A.  
*Co-Director of ABC, HM*  
 Shertzer, Gerald, M.F.A.  
*Sculpture*  
 Smith, Barbara, B.A.  
*ABC Program, HM*  
 Smith, Jeremy  
*ABC Program*  
 Smith, Kay  
*TA in Math*  
 Snoke, James, M.A.  
*Anthropology*  
 Sorota, Stephanie (Mrs.)  
*Adm. Assistant*



Sorota, Stephen, B.S.  
*Athletics*  
 Soule, Francis, M.D.  
*Medical Director (Infirmary)*  
 Steel, Laura, B.A.  
*TA in Biology*  
 Stevens, Alanson, M.A.  
*Russian*  
 Sturges, Hale, M.A.  
*HM*  
 Sullivan, Harold, M.Ed.  
*English, Co-ordinator of Writing  
 Program*  
 Sullivan, Julie (Mrs.)  
*HM, Adm. Assistant*  
 Sullivan, Nancy, B.A.  
*TA in Photography*  
 Swartz, Dale  
*TA in History*  
 Swift, Richard, B.S.  
*Athletics*  
 Swyer, Barbara, B.A.  
*TA in Film*  
 Thompson, Lee, B.A.  
*TA in Mathematics*  
 Thompson, Robert  
*TA in History*  
 Thorstensen, Susan, B.A., B.S.  
*Anthropology, HM*  
 Turner, Robert  
*TA in English*

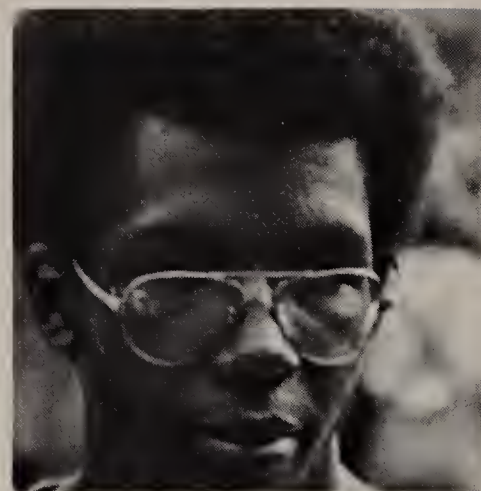
Tyler, Peggy (Mrs.), M.Ed., M.A.  
*Psychology, Counselor*  
 Utaegbulam, Matthew (Rev.), Th.D.  
*Philosophy*  
 Walker, Allin  
*TA in Psychology*  
 Waterston, George C., D. de l'Univ.  
*English*  
 Wennik, Joseph, M.A.  
*English*  
 Wennik, Inga (Mrs.), B.A.  
*HM*  
 White, Donald, M.A.  
*Dean of Men*  
 Williams, Lola (Mrs.), B.A.  
*English, HM*  
 Wilmer, Henry, B.A.  
*French*  
 Wilmer, Susan (Mrs.), B.A.  
*French*  
 Wilson, James R., Ph.D.  
*Chemistry, HM*  
 Wilson, Lorraine  
*TA in Education in America*  
 Wilson, Nancy (Mrs.)  
*Afternoon Activities*  
 Wise, Kelly, M.A.  
*Film*  
 Yales, Cary David, M.H.L.  
*Jewish Chaplain*  
 Young, Warren, B.A.  
*ABC Program Co-Director,  
 Mathematics (ABC)*  
 Zeitler, Kenneth, B.A.  
*TA in Psychology*  
 Zucker, Jack, M.A.  
*English, HM*



**The Students—1971**







Aaronson, Scott T.  
New York, N.Y.  
Adesman, Andrew R.  
Brooklyn, N.Y.  
Adler, Debbie J.  
Stamford, Conn.  
Adler, Lani A.  
Scarsdale, N.Y.  
Agins, Bruce D.  
Oak Park, Mich.  
Allen, Roosevelt D.  
Trenton, N.J.  
Allston, Laree Y.  
Boston, Mass.  
Amatruda, Catherine A.  
Woodbridge, Conn.  
Anderson, Karen G.  
Falls Church, Va.  
Anderson, Roger F., Jr.  
Durham, N.C.  
Angard, Denise C.  
Edison, N.J.  
Antoine, Nicole  
Washington, D.C.  
Appel, Suzanne L.  
Alexandria, Va.  
Archambault, Andrew P.  
Lewiston, Maine  
Aron, Paul D.  
Forest Hills, N.Y.  
Au, Lawrence Y. S.  
Westport, Conn.  
Auerbach, Lewis E.  
N. Dartmouth, Mass.  
Averbuch, Helaine L.  
Nashville, Tenn.  
Axinn, Allison L.  
Syosset, N.Y.  
Axinn, Meredith F.  
Syosset, N.Y.

Bailen, Eliot T.  
New York, N.Y.  
Ballard, Carolyn  
Memphis, Tenn.  
Ballison, Lisa  
Bronx, N.Y.  
Baron, Jeffrey C.  
New Rochelle, N.Y.  
Baron, Richard A.  
Kingston, Pa.  
Barrer, Betty G.  
Rockville Centre, N.Y.  
Barrett, Audrey E.  
Winterhaven, Calif.  
Barrett, Cynthia V.  
Bronxville, N.Y.  
Bartlett, Elizabeth A.  
Oak Ridge, Tenn.  
Barton, Ruth E.  
Ridge Spring, S.C.  
Bass, Deborah A.  
Massapequa, N.Y.  
Battle, Mike C.  
Trenton, N.J.  
Baynes, R. David  
Wendell, N.C.  
Becker, Bruce D.  
Beachwood, Ohio  
Bell, William B.  
West Hartford, Conn.  
Benjamin, Barbara A.  
Highland Park, Ill.  
Bennett, Joe Ann  
Yazoo, Miss.  
Berger, Lisa S.  
Northport, N.Y.  
Berman, Peter T.  
Belmont, Mass.  
Bernstein, Debbi S.  
Great Neck, N.Y.  
Bernstein, Jeffrey M.  
Newton, Mass.  
Bernstein, Laura J.  
Westbury, N.Y.

Bierenbaum, Robert I.  
West Orange, N.J.  
Binder, Ellen F.  
Clayton, Missouri  
Birnbach, Lisa R.  
New York, N.Y.  
Blanksteen, Jane E.  
New York, N.Y.  
Blasen, Doreen M.  
Brooklyn, N.Y.  
Bloom, Debra A.  
Lawrence, Mass.  
Blum, Debbie B.  
Roslyn, N.Y.  
Blum, Lawrence D.  
Roslyn, N.Y.  
Blum, Nancy  
Narberth, Pa.  
Bobrow, Oscar J.  
New Rochelle, N.Y.  
Bocek, Max M.  
Yakima, Washington  
Braitman, Arthur R.  
Merion Station, Pa.  
Braun, Lawrence M.  
Highland Park, N.J.  
Bregger, Victor O.  
Solothurn, Switzerland  
Brief, Deborah J.  
Short Hills, N.J.  
Brilliant, Marc A.  
Brooklyn, N.Y.  
Broadus, Margaret R.  
Andover, Mass.  
Brodsky, Lisa  
Larchmont, N.Y.  
Brooks, Karen  
Greenwich, Conn.  
Brown, Christopher M.  
Winnetka, Ill.  
Buchman, Andrew R.  
Sharon, Pa.  
Budovitch, Alan J.  
Wilmington, Del.  
Bunnell, Sarah E.  
Andover, Mass.  
Bunnell, Thomas  
Andover, Mass.  
Burton, Mary E.  
USAF Academy, Colo.  
Butler, Michael K.  
Baton Rouge, La.  
Butte, John McM.  
Austin, Tex.  
Byrd, Lloyd D.  
Detroit, Mich.

Carney, Bernard T.  
Dorchester, Mass.  
Castillo, Juan  
San Antonio, Tex.  
Cary, Ellen F.  
Kyoto, Japan  
Carlsmith, Bruce S.  
Amherst, N.H.  
Carter, Dan J., III  
Detroit, Mich.  
Cate, Barry D.  
Reading, Mass.  
Chan, Connie S. W.  
Honolulu, Hawaii  
Cheatham, Michael D.  
Henderson, N.C.  
Chen, Alice F.  
Berkeley Heights, N.J.  
Chertoff, Jocelyn D.  
New York, N.Y.  
Chester, Cynthia L.  
Milwaukee, Wis.  
Chiswick, Linda J.  
Downers Grove, Ill.  
Cho, Henry D. H.  
Jackson Heights, N.Y.  
Chu, Alfredo E.  
Panama, Rep. of Panama  
Cisero, Edward G.  
Springfield, Mass.  
Cisero, Lorenzo  
Springfield, Mass.  
Claude, Lisa G.  
Syosset, N.Y.  
Cobb, Dunham L.  
Dallas, Texas  
Cochran, Mary E.  
San Jose, Calif.  
Cohen, Carol Faye  
Fairfield, Conn.  
Cohen, Carole Frye  
Salem, Mass.  
Cohen, Debi  
Short Hills, N.J.

"My major writing course stimulated me to think and feel and risk absurdity."

"No grades — the course was up to me, and I blew it."

"Andover Cottage is the center of the universe."

"I think everybody should know that with all the work everything is still very relaxed."



Cohen, Diane P.  
Pittsburgh, Pa.  
Cohen, Jennifer  
Englewood, N.J.  
Cohen, Rosetta M.  
Convent Station, N.J.  
Coles, Anthony P.  
New York, N.Y.  
Corneel, Anne H.  
Wellesley, Mass.  
Cornell, James S.  
Bloomfield, Conn.  
Cotton, Elyse S.  
Marblehead, Mass.  
Couch, Cathryn E.  
Simsbury, Conn.  
Coyle, James E.  
Cumberland, Md.  
Crawford, Lamar H.  
Merigold, Miss.  
Culpepper, Gary C.  
Orange, N.J.  
Cunningham, Patrick  
Bloomingburg, N.Y.  
Cureton, Gordon T.  
Charlotte, N.C.  
Curran, Maura  
Rochester, N.Y.  
Curry, Margo J.  
Detroit, Mich.  
Curtis, Paul L.  
St. Albans, N.Y.  
Curtis, Sandra J.  
Cleveland, Ohio



Dennett, Richard A.  
Great Neck, N.Y.  
Diamond, Patricia A.  
New York, N.Y.  
Dickerman, Stuart A.  
Levittown, N.Y.  
Dilbert, Halley R.  
Hewlett, N.Y.  
Dinerman, David  
Maplewood, N.J.  
Dixon, David J.  
Rye, N.Y.  
Dixon, Elizabeth A.  
Birmingham, Ala.  
Dixon, Joel F.  
Roslyn, N.Y.  
Dollinger, Jeff D.  
Livingston, N.J.  
Doniger, Paul C.  
Nanuet, N.Y.  
Dorsey, Jan L.  
Flushing, N.Y.  
Downey, James S.  
Springfield, Mass.  
Downs, Stephanie A.  
Bear Creek, Wisc.  
Doyle, Juliana G.  
Brooklyn, N.Y.  
Drake, Jeffrey R.  
Andover, Mass.  
Drake, William J.  
Andover, Mass.  
Drasnin, Stephen L.  
Charleston, W. Va.  
Dreifus, Amy J.  
Memphis, Tenn.  
Ducker, Angela D.  
Washington, D.C.  
Duncan, Charles D.  
Fredericksburg, Ind.



Easton, Linda J.  
Newark, N.J.  
Ebert, Lauren B.  
West Hempstead, N.Y.  
Eckstein, Alison C.  
New York, N.Y.  
Edberg, Mark C.  
La Cañada, Calif.  
Edelstein, Gordon P.  
Woodmere, N.Y.  
Edge, David  
Washington, D.C.  
Edmondson, Everton A.  
Brooklyn, N.Y.  
Effron, Lucy M.  
Poughkeepsie, N.Y.  
Elliott, J. Penny  
Deerfield, N.H.  
Elting, Eve H.  
Teaneck, N.J.  
Engelland, Ann L.  
Brasschaat, Belgium  
Engelson, Barbara L.  
Floral Park, N.Y.  
Epstein, Jill L.  
Hewlett Harbor, N.Y.  
Evans, Wendy E.  
Woodmere, N.Y.  
Ewing, Steven F.  
Columbus, Ohio



Falkow, Stephen J.  
Brooklyn, N.Y.  
Farber, James A.  
Springfield, N.J.  
Feder, Lisa S.  
Woodmere, N.Y.  
Feder, Philip N.  
Beverly Hills, Calif.  
Feinberg, Jeffrey S.  
Bayonne, N.J.  
Feinberg, Richard I.  
Woodmere, N.Y.  
Felsten, Laura G.  
Bayside, N.Y.  
Fields, Sheryl  
Dallas, Tex.  
Fink, Susan L.  
Williamsville, N.Y.  
Fischbein, Margery B.  
Newton Centre, Mass.  
Fischer, Donald L.  
Jersey City, N.J.  
Fisher, Montgomery K.  
Hawthorne, Calif.  
Finney, Stephen H.  
Fletcher, N.C.  
Fisher, Robert H.  
So. Orange, N.J.  
Fixell, Drew S.  
Valley Cottage, N.Y.  
Flavin, Robert A.  
Rochester, N.Y.  
Ford, Susan W.  
Bethel, Conn.  
Forstenzer, Robbie F.  
Scarsdale, N.Y.  
Foster, Frances H.  
Needham, Mass.  
Fox, Amy C.  
New York, N.Y.  
Fox, Debra E.  
Meadowbrook, Pa.  
Frable, Frank G.  
Aurora, Ind.

Dahling, William D., Jr.  
Gross Pointe, Mich.  
Dall, Sara K.  
Darien, Conn.  
Damon, Maria  
Newton Centre, Mass.  
Daniels, Donna B.  
Dallas, Tex.  
Deitch, Jonathan R.  
West Hartford, Conn.

"I had so much fun with discussions that I'll never forget my summer here."

"I still don't believe some of the rules."

"My major course made my summer great"

"You're on your own — terrific."



Frankel, Nancy O.  
*Scarsdale, N.Y.*  
 Freedman, Joseph M.  
*Andover, Mass.*  
 Freeman, Stephen P.  
*Newton, Mass.*  
 Frey, Melanie K.  
*Riverdale, N.Y.*  
 Friedman, Cathy J.  
*New York, N.Y.*  
 Friedman, Sura E.  
*Chevy Chase, Md.*  
 Frost, Cynthia B.  
*Chestnut Hill, Mass.*  
 Fuller, Susan A.  
*New Canaan, Conn.*  
 Funger, Melanie G.  
*Chevy Chase, Md.*



Gaba, Marjorie S.  
*Rockville Centre, N.Y.*  
 Gallagher, Laura B.  
*Parnia, Ohio*  
 Gans, Debora S.  
*Woodbridge, Conn.*  
 Garfinkel, Carrie L.  
*West Hempstead, N.Y.*  
 Gay, Margaret C.  
*New Orleans, La.*  
 Gay, Timothy  
*Pleasant Hill, Ohio*  
 Geddis, Susan M.  
*Chestnut Hill, Mass.*  
 Gelb, Deborah S.  
*Wilmington, Del.*  
 Gelb, Jeremy  
*Wilmington, Del.*  
 Gerber, Alan J.  
*Providence, R.I.*  
 Gerber, Mark J.  
*Jericho, N.Y.*  
 Gersh, Toby Ann  
*New York, N.Y.*  
 Gill, Nina D.  
*Baldwin, N.Y.*

Ginsburg, Janet R.  
*High Point, N.C.*  
 Gittelsohn, Harry M.  
*Merrick, N.Y.*  
 Glicker, James G.  
*Livingston, N.J.*  
 Gold, Jennifer E.  
*Brooklyn, N.Y.*  
 Goldberg, Ellen S.  
*New York, N.Y.*  
 Goldberg, Gail A.  
*West Newton, Mass.*  
 Goldberg, Lawrence R.  
*Springfield, N.J.*  
 Goldberg, Sue Ann  
*Fairlawn, N.J.*  
 Golden, Caren L.  
*Scranton, Pa.*  
 Goldhush, Carolyn  
*Kew Gardens, N.Y.*  
 Goldman, Deborah L.  
*Highland Park, Ill.*  
 Goldmann, Peter L.  
*Tokyo, Japan*  
 Goldstein, Emily F.  
*Quincy, Mass.*  
 Goldstone, Marc B.  
*Great Neck, N.Y.*  
 Goodgold, Jay S.  
*New York, N.Y.*  
 Goodman, Rebecca  
*Springfield, N.J.*  
 Googer, Gregory A.  
*Atlanta, Ga.*  
 Gordon, Michael L.  
*Bayamon, Puerto Rico*  
 Gore, Benjamin E.  
*Woodmere, N.Y.*  
 Grabell, Neal S.  
*Cheltenham, Pa.*  
 Granoff, David P.  
*Elmira, N.Y.*  
 Grant, Laura R.  
*Scarsdale, N.Y.*  
 Grassi, Clement J.  
*Melrose, Mass.*  
 Gray, Eric  
*Cincinnati, Ohio*  
 Greenberg, Karen J.  
*New London, Conn.*  
 Greene, Mervyn A.  
*Birmingham, Ala.*  
 Greenstein, Diane B.  
*Lowell, Mass.*  
 Grenell, Gary K.  
*Beverly Hills, Calif.*  
 Griboff, Debra E.  
*Long Beach, N.Y.*

Gross, Amy Sue  
*Brooklyn, N.Y.*  
 Gross, Judith A.  
*Roslyn Heights, N.Y.*  
 Grossman, Thomas A.  
*Framingham, Mass.*  
 Grunebaum, Andy M.  
*White Plains, N.Y.*  
 Guerin, Glenn F.  
*Shreveport, La.*



Haight, Anne M.  
*Missoula, Mont.*  
 Hall, James R.  
*Richmond, Va.*  
 Hall, Robert  
*Canton, Ohio*  
 Halley, Peter R.  
*New York, N.Y.*  
 Halperin, Amy S.  
*New York, N.Y.*  
 Halsey, Elizabeth S.  
*Pelham, Mass.*  
 Hamilton, Fredessa  
*Washington, D.C.*  
 Hargreaves, Valerie Y.  
*Brooklyn, N.Y.*  
 Harper, Richard J.  
*Kenai, Alaska*  
 Harper, Samuel H.  
*New York, N.Y.*  
 Harris, Darryl R.  
*Philadelphia, Pa.*  
 Harris, Maud H.  
*Brooklyn, N.Y.*  
 Hashim, Molik M. A.  
*Detroit, Mich.*  
 Hayim, Nancy S.  
*Great Neck, N.Y.*  
 Hee, Cheuk  
*New York, N.Y.*  
 Helfer, E. Tina  
*Roslyn Heights, N.Y.*  
 Heller, Karen B.  
*Mountainside, N.J.*

Heller, Lisa D.  
*Miami Beach, Fla.*  
 Henderson, Ceacy  
*Wellesley, Mass.*  
 Henderson, Stephanie R.  
*Washington, D.C.*  
 Henningsen, Catharine A.  
*Rye, N.Y.*  
 Henry, Anthony  
*New York, N.Y.*  
 Henry, Mark A.  
*Chicago, Ill.*  
 Herbst, Mark D.  
*Cape Coral, Fla.*  
 Herring, Bruce M.  
*Huntingdon Valley, Pa.*  
 Hershenson, Linda C.  
*Woodbridge, Conn.*  
 Higginbottom, Rowan  
*Riverside, Conn.*  
 Hills, James S.  
*Watertown, N.Y.*  
 Hirsch, Jill S.  
*White Plains, N.Y.*  
 Hodin, Daniel P.  
*Scranton, Pa.*  
 Hoffman, Paul M.  
*Brooklyn, N.Y.*  
 Hoffman, Rosalyn J.  
*Newton, Mass.*  
 Hootkins, Robert E.  
*Dallas, Texas*  
 Horowitz, Eliot M.  
*Roslyn, N.Y.*  
 Horowitz, Jane R.  
*Boston, Mass.*  
 Horowitz, Julie S.  
*Boston, Mass.*  
 Horwitz, Mark H.  
*Binghamton, N.Y.*  
 Hubbard, Valerie M.  
*Richmond, Va.*  
 Hunter, Mark A.  
*Los Angeles, Calif.*  
 Hurt, Thomas B.  
*Charlottesville, Va.*  
 Hurwitz, Julie H.  
*Wyncote, Pa.*  
 Hutchins, Ann C.  
*New York, N.Y.*  
 Hutchinson, Sarah H.  
*Dover, Mass.*

Irby, Crystal  
*Jersey City, N.J.*

"The washing machines were always broken."

"People, courses, ideas, longhair, shorthair, campus beauty, Summer Session!"

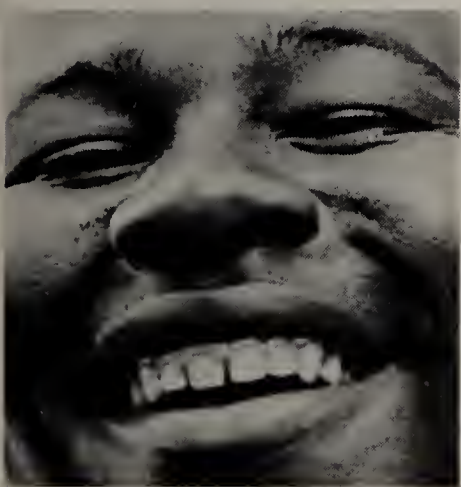
"I had to keep putting my shoes on every time I went into a building."

"I found it a real learning experience"





Jackson, Bruce P.  
Princeton, N.J.  
Jacobson, Kyle D.  
Dallas, Texas  
Jacobson, Stuart E.  
Dallas, Texas  
Johnson, Karen M.  
No. Haven, Conn.  
Jones, Anstiss Derby  
Newbury, Mass.  
Jones, Betty G.  
Washington, D.C.  
Jones, Kenneth E.  
Baltimore, Md.  
Jones, Royce K.  
Dayton, Ohio  
Jones, Willie L.  
Richmond, Va.  
Joseph, Remy M.  
Tokyo, Japan



Kabachnick, Susan H.  
Natick, Mass.  
Kahn, Laura J.  
Teaneck, N.J.  
Kahn, Philip J.  
Merrick, N.Y.  
Kanasuta, Premchai  
Bangkok, Thailand

Karlen, Amy L.  
Maplewood, N.J.  
Katkov, William N.  
Los Angeles, Calif.  
Katz, Andrea S.  
Mountainside, N.J.  
Katz, Carol A.  
Merion Station, Pa.  
Katz, Cynthia A.  
New York, N.Y.  
Katz, Marjorie E.  
Fairfield, Conn.  
Kaufman, Harvey W.  
Newton, Mass.  
Kaufman, Peggy A.  
Rydal, Pa.  
Kaye, Alison M.  
New Haven, Conn.  
Keller, Clayton E.  
Chicago, Ill.  
Kelley, Brenda H.  
Bayamon, Puerto Rico  
Kenner, Todd L.  
Ardsley, N.Y.  
Kessenich, Ned M.  
McFarland, Wisc.  
Kesten, Theodore  
Rockville Centre, N.Y.  
Khuri, Suzanne O.  
New York, N.Y.  
King, Ronald L.  
Cleveland, Ohio  
Kitsis, Michael D.  
Belmont, Mass.  
Klein, Jill E.  
New York, N.Y.  
Klein, Judy  
Scranton, Pa.  
Klein, Matthew  
Port Washington, N.Y.  
Kleinman, Donna Y.  
New York, N.Y.  
Knisely, Patricia A.  
Grove City, Ohio  
Kopcke, John L.  
North East, Pa.  
Koukal, Lisa C.  
New Castle, Pa.  
Kram, Judith E.  
W. Orange, N.J.  
Krasnow, Marc  
White Plains, N.Y.  
Krillov, Meg A.  
New York, N.Y.  
Krumpe, Michael J.  
Andover, Mass.  
Krupp, Steven N.  
Bayonne, N.J.  
Kumin, David S.  
Teaneck, N.J.



Lacy, Gail K.  
Dallas, Pa.  
Lampke, Peter J.  
Stamford, Conn.  
Lanton, Linda F.  
Memphis, Tenn.  
Lappen, Laurie A.  
West Hartford, Conn.  
Lassalle, Honor  
New York, N.Y.  
Lavine, Nancy K.  
Great Neck, N.Y.  
Lee, Sung C.  
New York, N.Y.  
Lehrman, Betty J.  
Roslyn, N.Y.  
Leibner, Donald N.  
Brooklyn, N.Y.  
Leiderman, Bernard J.  
Virginia Beach, Va.  
Levin, Janet G.  
Short Hills, N.J.  
Levin, Richard A.  
Fairfield, Conn.  
Levine, Hedi S.  
Springfield, N.J.  
Levine, Melanie E.  
Merrick, N.Y.  
Levine, Pamela A.  
Perth Amboy, N.J.  
Levitt, Randy J.  
Des Moines, Iowa  
Lewis, Mary K.  
Jackson, Miss.  
Li, Kenneth I.  
Lincoln, Mass.  
Lin, Lillian S.  
Weston, Mass.  
Lindsay, Robert C.  
Fairmont, West Va.  
Lissauer, Debra S.  
Forest Hills, N.Y.  
Lomon, Anthony C.  
Trenton, N.J.

London, Christopher W.  
Scarsdale, N.Y.  
London, Sharon  
Montreal, Quebec  
Lopez, Sharon L.  
Fort Myers, Fla.  
Louchheim, Mark  
Beverly Hills, Calif.  
Louchheim, Terry A.  
Beverly Hills, Calif.  
Lurie, Deborah S.  
Cincinnati, Ohio  
Lynch, Catherine J.  
Jackson, Miss.



McCarty, Barbara J.  
Westfield, N.J.  
McIver, J. Stephen  
Oxford, Pa.  
Maher, Kevin K.  
Waycross, Ga.  
Malin, Barnet D.  
Beverly Hills, Calif.  
Malis, Stuart R.  
Andover, Mass.  
Mannheimer, Robert A.  
Des Moines, Iowa  
Maren, Michael P.  
Andover, Mass.  
Margolis, Jane E.  
Harrison, N.Y.  
Margolis, Seth J.  
Harrison, N.Y.  
Marino, Bruno D.  
Morehead, N.C.  
Markson, Laura H.  
Brooklyn, N.Y.  
Martin, Joseph W.  
Green Bay, Wisc.  
Matthew, Marilyn L.  
Dallas, Texas  
Mayer, Debby A.  
New York, N.Y.

"Commons food wasn't the highlight of the summer, of course, but it was edible and sustaining."

"Just the experience of living on a school campus such as this one is rewarding."

"I have no major complaints — only minor squabbles. I've had a great time."

"Commons duty — simply awful."



Mayer, Rulon R.  
*Riverdale, N.Y.*  
 Maynard, William L.  
*Columbus, Ohio*  
 Meltzer, Amy J.  
*Scarsdale, N.Y.*  
 Menchel, Debra R.  
*New York, N.Y.*  
 Mendelson, Vicki E.  
*Harrison, N.Y.*  
 Meyer, Peter C.  
*Oslo, Norway*  
 Meyer, Peter F.  
*Cambridge, Mass.*  
 Michelman, Elizabeth A.  
*Longmeadow, Mass.*  
 Miller, Carol  
*New York, N.Y.*  
 Miller, Evan  
*Woodmere, N.Y.*  
 Miller, Lisa J.  
*Harrison, N.Y.*  
 Miller, Richard L.  
*Pottsville, Pa.*  
 Milloff, Ina C.  
*Hollywood, Fla.*  
 Milstein, Barbara S.  
*Scarsdale, N.Y.*  
 Mindel, Sunny J.  
*Highland Park, N.J.*  
 Minter, Charles K.  
*East Orange, N.J.*  
 Mintz, Jodi  
*Short Hills, N.J.*  
 Mintz, Kathryn A.  
*Hollis, N.Y.*  
 Mirrer, Hilary M.  
*Belle Harbor, N.Y.*  
 Mirviss, Mitchell Y.  
*Stamford, Conn.*  
 Mitchell, Arvin E.  
*St. Louis, Mo.*  
 Mitchell, Theresa L.  
*Cleveland, Ohio*  
 Mizner, Robert I.  
*Lowell, Mass.*  
 Morgan, Leslie Y.  
*Shreveport, La.*  
 Morrison, Robert R., III  
*Vicksburg, Miss.*  
 Mosby, Otha  
*St. Louis, Mo.*  
 Mostovy, Marian  
*Oreland, Pa.*



Nass, Odile G.  
*Honfleur, France*  
 Needle, Marsha R.  
*Lawrence, Mass.*  
 Neger, Peter C.  
*New York, N.Y.*  
 Neisser, Alison J.  
*New York, N.Y.*  
 Neville, Harvey E., Jr.  
*Shaker Heights, Ohio*  
 Newman, Bruce D.  
*Roslyn Heights, N.Y.*  
 Newman, Gary S.  
*Beverly Hills, Calif.*  
 Nicholas, Elizabeth J.  
*New Hyde Park, N.Y.*  
 Nisselson, Jane E.  
*Falls Church, Va.*  
 Noble, E. Wynne  
*Rowayton, Conn.*  
 Norman, Barbara J.  
*El Cajon, Calif.*  
 Norman, Stephen J.  
*Forest Hills, N.Y.*  
 Norton, John H.  
*Belmont, Mass.*  
 Nutman, Martha J.  
*Oradell, N.J.*



Odess, Carol Ann  
*Fairlawn, N.J.*  
 Olinger, Lois M.  
*Verona, N.J.*  
 Olives, Mark L.  
*Santa Rosa, N.M.*  
 Olmsted, Daniel B.  
*Palo Alto, Calif.*  
 Oppenheimer, Robert  
*Leonia, N.J.*  
 Oratz, Ruth M.  
*Baldwin, N.Y.*  
 Ordoobadi, David J.  
*Tehran, Iran*



Padial, Felix J.  
*Bronx, N.Y.*  
 Page, Ellis B., Jr.  
*Storrs, Conn.*  
 Paillet, Patricia L.  
*Nashville, Tenn.*  
 Pais, Judith A.  
*Binghamton, N.Y.*  
 Palermo, Ann M.  
*No. Andover, Mass.*  
 Paley, Richard J.  
*Chestnut Hill, Mass.*  
 Pals, Jean M.  
*Avon, Mass.*

Pandiscio, Mark J.  
*Wayland, Mass.*  
 Parker, H. Stewart  
*Clinton, N.C.*  
 Pearlman, Jill E.  
*Albany, N.Y.*  
 Peltzer, Nancy J.  
*Plainville, Conn.*  
 Perkins, Huel A.  
*Baton Rouge, La.*  
 Peterson, Nancy L.  
*Andover, Mass.*  
 Phelps, Rosemary E.  
*Fort Valley, Ga.*  
 Phillips, Laura A.  
*New York, N.Y.*  
 Phillips, William M.  
*Pocatello, Idaho*  
 Pilzer, Neal R.  
*Tarrytown, N.Y.*  
 Pinkston, Howard, Jr.  
*Memphis, Tenn.*  
 Platt, William L.  
*Woodmere, N.Y.*  
 Plevock, Pamela M.  
*Dorchester, Mass.*  
 Polesko, Laura A.  
*Middle Village, N.Y.*  
 Polk, Tyrone B.  
*St. Louis, Mo.*  
 Porter, Michael T.  
*Kansas City, Mo.*  
 Postal, Debbie R.  
*Great Neck, N.Y.*  
 Prazak, Michael E.  
*Chicago, Ill.*  
 Price, Diana L.  
*Dallas, Tex.*  
 Probst, Katherine N.  
*Brooklyn, N.Y.*  
 Procopio, Vittorio P.  
*Andover, Mass.*  
 Proctor, Lauren T.  
*New York, N.Y.*  
 Protzman, Anne L.  
*Tarrytown, N.Y.*

"My dad went to Exeter, so he knew all about Andover. That's why I came here."

"I did more than enough writing this summer."

"Leaving the main quad to study at night was misery. You learn in informal groups, too."

"Sun, muggy air, and a brick building — that's hot."





Quaintance, Kathryn L.  
*Highland Park, N.J.*  
Queen, Lisa  
*New York, N.Y.*



Rainford, Sabrina A.  
*Yonkers, N.Y.*  
Rangell, Paul C.  
*Los Angeles, Calif.*  
Raskin, Barbara G.  
*Huntington, N.Y.*  
Ratner, Heidi  
*Newton Centre, Mass.*  
Reggie, Denis A.  
*Crowley, La.*  
Rich, Dixon R., Jr.  
*Pittsburgh, Pa.*  
Richardson, Gilley G.  
*Lake Charles, La.*  
Richland, Robin A.  
*Beverly Hills, Calif.*  
Risinger, Marlin III  
*Shreveport, La.*  
Rivera, Charisse M.  
*Brooklyn, N.Y.*  
Roberts, Doreen L.  
*Cleveland, Ohio*

Roberts, Priscilla J.  
*West Hartford, Conn.*  
Robinson, Dana M.  
*High Point, N.C.*  
Robinson, Randi L.  
*High Point, N.C.*  
Rose, Suzanne M.  
*New York, N.Y.*  
Rosenson, Malcolm D.  
*New Orleans, La.*  
Rosmarin, Abby P.  
*Scarsdale, N.Y.*  
Ross, Tal C.  
*Lansing, Mich.*  
Roth, Alan  
*Patchogue, N.Y.*  
Roth, Steven J.  
*New York, N.Y.*  
Rothfield, Susan A.  
*West Hartford, Conn.*  
Rothseid, Andrew N.  
*Andover, Mass.*  
Rubenstone, Elizabeth  
*Rydal, Pa.*  
Rubin, Lisa D.  
*Hollis Hills, N.Y.*  
Rubin, Jeffrey M.  
*Rye, N.Y.*  
Rubin, Pamela B.  
*Roslyn, N.Y.*  
Rubin, Patti E.  
*Margate, N.J.*  
Rusinow, Jeff B.  
*Alexandria, Va.*



"I enjoyed meeting new people, though I probably learned more about myself from them than about people."



Sackler, Helen S.  
*Bergenfield, N.J.*  
Sakacs, Brian M.  
*Cleveland, Ohio*  
Samis, Peter S.  
*Great Neck, N.Y.*  
Sanchez, Carlos F.  
*Los Angeles, Calif.*  
Sanchez, Julio  
*Bronx, N.Y.*  
Sawabini, Stuart  
*Burlington, Vt.*  
Schaeffer, Donna L.  
*Millburn, N.J.*  
Schaffer, Joseph I.  
*Smithtown, N.Y.*  
Scharfer, Shari L.  
*Short Hills, N.J.*  
Scheuer, Jill C.  
*New York, N.Y.*  
Schiller, Heidi A.  
*Waban, Mass.*  
Schindler, Ian E. W.  
*Los Angeles, Calif.*  
Schlecker, Burton A.  
*Brooklyn, N.Y.*  
Schonberger, David  
*White Plains, N.Y.*  
Schulman, Nancy  
*Great Neck, N.Y.*  
Schurman, Kim A.  
*Berkeley, Calif.*  
Schuster, Janet P.  
*Massapequa, N.Y.*  
Schwarcz, Bonnie M.  
*Valley Cottage, N.Y.*  
Schwartz, Alan M.  
*Lawrence, Mass.*  
Schwartz, Daniel M.  
*San Salvador, El Salvador*  
Segall, Grant D.  
*Harrison, N.Y.*  
Segelstein, James M.  
*New York, N.Y.*

"I hate writing with a passion."

Serio, Linda J.  
*No. Andover, Mass.*  
Serio, Lynne F.  
*No. Andover, Mass.*  
Shanahan, James A.  
*Manchester, N.H.*  
Shanks, Jennifer  
*New York, N.Y.*  
Shapiro, Ron  
*Encino, Calif.*  
Shapiro, Susan R.  
*Beach Haven Park, N.J.*  
Shenwick, Linda S.  
*Mamaroneck, N.Y.*  
Sher, Jill I.  
*Lafayette Hill, Pa.*  
Sherlock, Diane L.  
*New York, N.Y.*  
Shulman, Hal M.  
*Montreal, Quebec, Canada*  
Shuman, Carl H.  
*Cherry Hill, N.J.*  
Silberman, Bruno  
*Paris, France*  
Silberman, Judy A.  
*Larchmont, N.Y.*  
Silloway, Deborah A.  
*St. Johnsbury, Vt.*  
Silverman, Joan B.  
*Short Hills, N.J.*  
Silverman, Thomas A.  
*White Plains, N.Y.*  
Silverstein, Benjamin A.  
*Methuen, Mass.*  
Simmons, Marcia A.  
*Barrington, R.I.*  
Singer, Alan M.  
*Beverly Hills, Calif.*  
Singletary, John  
*Oradell, N.J.*  
Sirivat, Anuvat  
*Bangkok, Thailand*  
Smith, Anita  
*Columbus, Ohio*  
Smith, George O.  
*Richmond, Va.*  
Soba, Stephen B.  
*Brooklyn, N.Y.*  
Solomon, Barbara S.  
*Jersey City, N.J.*  
Solomon, Janet A.  
*Syosset, N.Y.*  
Solomon, Jerry L.  
*Beverly Hills, Calif.*  
Soutar, Sara S.  
*Columbus, Ohio*  
Spira, Leslie S.  
*Ridgewood, N.J.*  
Springer, Robin E.  
*Flushing, N.Y.*  
Stark, Betsey E.  
*Glen Cove, N.Y.*

"I remember / I forgot / And life continued."

"Study hours — who wants to sit down at 8 and study?"



Starrels, Marjorie E.  
*Elkins Park, Pa.*  
 Stecklow, Steven B.  
*West Orange, N.J.*  
 Stein, David S.  
*Clifton, N.J.*  
 Steinberg, Carol R.  
*West Hartford, Conn.*  
 Steinberg, Leslie A.  
*Roslyn, N.Y.*  
 Stern, Anthony J.  
*New York, N.Y.*  
 Stern, Jay G.  
*New York, N.Y.*  
 Stern, John  
*Clifton, N.J.*  
 Stewart, Nancy M.  
*Carlisle, Mass.*  
 Stirn, Suzanne C.  
*Staten Island, N.Y.*  
 Stolpen, Joan S.  
*New Hyde Park, N.Y.*  
 Storey, Jill  
*San Francisco, Calif.*  
 Straus, William M.  
*South Orange, N.J.*



Talen, Julie  
*Des Moines, Iowa*  
 Talley, Maurice  
*Newark, N.J.*  
 Thalhimer, Morton G., III  
*Richmond, Va.*  
 Theard, Verena M.  
*Port-au-Prince, Haiti*  
 Thomas, John A., II  
*Oakland, Calif.*

Thomas, Kimberley  
*Alexandria, Va.*  
 Thorne-Thomsen, Mark  
*Shreveport, La.*  
 Trockman, Mary A.  
*Evansville, Ind.*  
 Troutman, Anne W.  
*New York, N.Y.*  
 Turner, Eva G.  
*West Nyack, N.Y.*



Ulansey, Leah  
*Elkins Park, Pa.*  
 Underhill, Donald E.  
*Wendell, N.C.*  
 Underwood, Sara McG.  
*Valley Ford, Calif.*

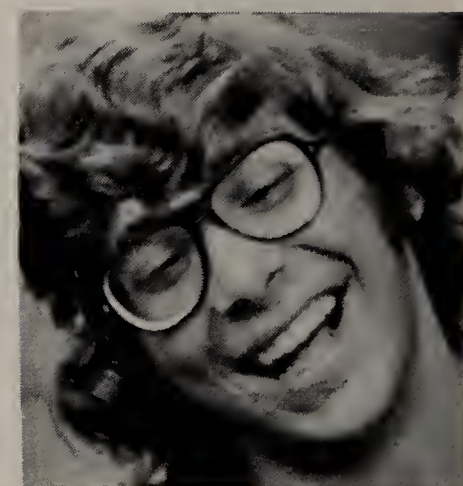


Vega, Jose  
*Lambertville, N.J.*  
 Velez, Lydia M.  
*New York, N.Y.*  
 Victor, Kenneth I.  
*Waban, Mass.*  
 Visner, Samuel S.  
*West Hartford, Conn.*



Waleson, Heidi  
*West Orange, N.J.*  
 Wallace, Derrick C.  
*New York, N.Y.*  
 Wallace, William P.  
*Nashville, Tenn.*  
 Wallerstein, Diane S.  
*New York, N.Y.*  
 Wang, Clement  
*Lexington, Mass.*  
 Warshaw, Hope S.  
*Newton, Mass.*  
 Watson, Jesse J.  
*Ft. Smith, Ark.*  
 Weary, Theophilus  
*Memphis, Tenn.*  
 Weber, Linda S.  
*Jackson, Miss.*  
 Weil, L. Jerome, Jr.  
*New York, N.Y.*  
 Weinberg, Felice S.  
*Lowell, Mass.*  
 Weiner, Susan M.  
*Newton, Mass.*  
 Weinstock, Jim L.  
*White Plains, N.Y.*  
 Weisbaum, Sharon E.  
*Murray Hill, N.J.*  
 Weisberg, Edward J.  
*Englewood, N.J.*  
 Weisberg, John C.  
*Merion Station, Pa.*  
 Whitcomb, Kathleen M.  
*Somerville, Mass.*  
 White, Judith S.  
*Chevy Chase, Md.*  
 Whitney, Benjamin J. L.  
*Andover, Mass.*  
 Wilde, Pamela A.  
*Westport, Conn.*  
 Williams, Aaron L.  
*Chicago, Ill.*  
 Williams, Clara D.  
*Memphis, Tenn.*

Winer, Pamela F.  
*Haverhill, Mass.*  
 Wise, Sallie L.  
*Mansfield, Ohio*  
 Witt, Ellen J.  
*Roslyn, N.Y.*  
 Wohl, Jodie C.  
*Elmira, N.Y.*  
 Wolf, Joyce M.  
*New York, N.Y.*  
 Woodton, Sharyn E.  
*Metuchen, N.J.*  
 Wrensen, Mary S.  
*Glendale, N.Y.*  
 Wright, Mark T.  
*Nashville, Tenn.*  
 Wyman, Alexandra C.  
*Chestnut Hill, Mass.*



Yang, Janet  
*New Hyde Park, N.Y.*  
 Young, Antoinette G.  
*Norfolk, Va.*  
 Young, Russell P.  
*Los Angeles, Calif.*

Zeltner, Laurie J.  
*Summit, N.J.*  
 Zilkha, Donna S.  
*New York, N.Y.*  
 Zlotkin, Brian M.  
*Freehold, N.J.*  
 Zomlefer, Wendy B.  
*Leominster, Mass.*  
 Zotkow, Susan A.  
*Brooklyn, N.Y.*  
 Zywtow, Cori J.  
*Teaneck, N.J.*

"I think I have gained a great deal of knowledge about being a human being."

"The very worst thing is that I'm writing this evaluation in the past tense — the summer's over in a flash."

"I really missed driving my car."

"A few good friends and a variety of people — that's the summer."



ner, Pamela F.  
H. erhill, Mass.  
S. le L.  
the, Ohio  
E. en J.  
R. n. N.Y.  
J. le C  
F. ra, N.Y.  
J. ce M.  
ew York, N.Y.  
S. aya E.  
er, N.J.  
sen Mary S.  
N.Y.  
Mark T.  
e. Tenn.  
Alexandra C.  
Hill, Mass.



Janet  
New Hyde Park, N.Y.  
Annette G.  
ark Va.  
Russell P.  
Los Angeles, Calif.

er, Laurie J.  
Summit, N.J.  
ha, Donna S.  
New York, N.Y.  
kin, Brian M.  
Freehold, N.J.  
efer, Wendy B.  
Leicester, Mass.  
kow, Susan A.  
Brooklyn, N.Y.  
ewton, Cori J.  
Teaneck, N.J.

few good friends and a variety of  
- that's the summer."

FIRST CLASS

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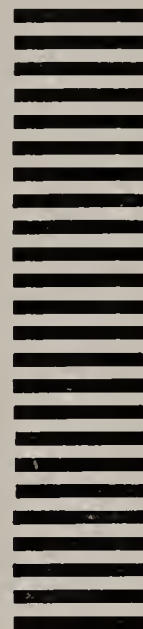
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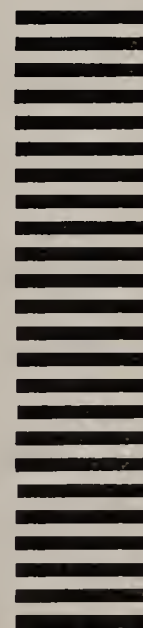
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- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
- ☐ SEND SCHOLARSHIP FORMS ONLY. I ALREADY HAVE APPLICATION FOR ADMISSION

Name Miss  
Mr. .....  
Mrs. ..... Last First

Address .....

..... Zip .....

Grade ..... Position .....  
(If a student) (If a teacher or administrator)

- ☐ SEND APPLICATION FOR ADMISSION
- ☐ SEND APPLICATION FOR ADMISSION AND SCHOLARSHIP
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(If a student) (If a teacher or administrator)





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**Printer: Queen City Printers Inc.**  
**Burlington, Vermont**

## **The 1972 Andover Summer Session**

### **Major Courses**

|   |  |
|---|--|
| <b>Interdisciplinary</b>                | Anthropology and Achaeology, Logos: Form and Meaning in Human Expression, Modern War and Revolution, Poverty and Abundance in America: Man as a Victim of Technology, Medicine and Law: The Concerned Professions, 20th Century American Culture, Homo Sapiens and His Environment, The American Indian, An Analysis of the American Dream                             |
| <b>Art, Film and Dramatics</b>          | Studio Art, Play Production, Ceramics, The Art of the Film   |
| <b>Education</b>                        | Early Childhood Education, Education in America: 1972  |
| <b>English</b>                          | Writing and Speaking, Background for Modern Literature, 20th Century Black Writing in the United States, Growing Up in America, Creative Writing Workshop, Thoreau "he hears a different drummer", What's So Funny? or A Study Guide to Comedy, The Search for Personal Identity in Literature, Black Literature, Satire, Developmental Reading, The Composing Process |
| <b>History and Political Affairs</b>    | Black Man in White America, Great Issues of History, Mid-Century U.S.A.: A Study of Crucial Decisions, The Cold War: Confrontation, Revolution and Intervention, Presidential Politics, 1972   |
| <b>Languages, Classical and Modern</b>  | French, German, Greek or Latin, Russian, Spanish, Russian Literature in English  |
| <b>Music</b>                            | Great Symphonic Music  |
| <b>Mathematics</b>                      | Curves and Motion, Advanced Topics in Mathematics, Advanced Mathematics for the Truly Intrigued, Computer Programming  |
| <b>Philosophy, Religion, and Ethics</b> | Introduction to Philosophy, Search for a Meaningful Ethic in a Revolutionary Age   |
| <b>Psychology</b>                       | Social Psychology, Freud and the Post-Freudians  |
| <b>Science</b>                          | Introduction to Biology, Advanced Chemistry, Physics and the Computer, Advanced Biology  |

### **Minor Courses**

|                          |  |
|--------------------------|--|
| <b>Independent Study</b> | Any field, by application  |
| <b>Art</b>               | Looking at Art, Art Studio, Ceramics   |
| <b>History</b>           | National Security, Disarmament and Arms Control, Topics in Black History, What is the Good Life?, The Warren Court, 1953-1969          |
| <b>Foreign Languages</b> | Individual Language Study, French, German, Russian, Spanish  |
| <b>Literature</b>        | Contemporary Literature, Black Literature, Modern Fiction, Hobbits, Orcs and All Those Things, Plays of Shakespeare, Blood and Thunder |
| <b>Mathematics</b>       | Computer, Sequences and Limits   |
| <b>Music</b>             | Baroque Ensemble, Voice, Recorder Consort  |
| <b>Science</b>           | Introduction to Zoology, Introduction to Chemistry   |
| <b>Psychology</b>        | Social Psychology, The Life and Work of Freud  |
| <b>Other</b>             | Typing, Analysis of Words, Games People Play, ENCOUNTER  |